AGENDA
STATE BOARD OF EDUCATION

June 12, 2014

Arkansas Department of Education

ADE Auditorium

10:00 AM

Back Print

Consent Agenda

C-1 Minutes - May 8, 2014

Presenter: *Deborah Coffman*

C-2 Minutes - May 9, 2014

Presenter: *Deborah Coffman*

C-3 Act 648 of 1993 Community Service Learning – Delta YES! Inc., Brinkley, Arkansas

Arkansas Division of Volunteerism requests approval from the Arkansas State Board of Education for a new site as described in ACT 648 of 1993 Community Service Learning. The request is for Brinkley School District. The site is Delta YES, Inc., Brinkley, Arkansas.

Presenter: *Dr. Tracy Tucker*

C-4 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Revolving Loan – 1 School Bus and Commercial Bond Application – 3 Second Lien and 1 Voted 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-5 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: *Dr. Karen Walters and Clemetta Hood*

C-6 Final Report Fiscal Year 2013-14 Summary of Activities for the Standards Assurance Unit (SAU)

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Presenter: *Mr. Johnie Walters*

C-7 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 6 school districts covering a total of 6 waivers. There were also requests for long-term substitutes from 15 school districts requesting a total of 28 waivers for long-term substitutes. These requests have been reviewed, have either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Walters*

C-8 Consideration of the Recommendation of the Department of Education for a Waiver – Jennifer Clem, Preservice Teacher

Jennifer Clem is a preservice teacher. The Department notified Ms. Clem that a background check conducted under Ark. Code Ann. § 6-17-410(c) revealed a disqualifying offense for licensure and for employment in Arkansas public schools. Ms. Clem requested a hearing before the State Board to seek a waiver of the offense. Based on a review of the Ms. Clem's case, the Department recommends that the State Board of Education grant a waiver of the disqualifying offense for the purpose of licensure and of employment in Arkansas public schools, without additional conditions on the waiver.

Presenter: *Cheryl Reinhart*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-170 - Stephen Carlyle Thomas

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board Ethics Subcommittee is recommending probation of his license for two (2) years and a fine of $75. Mr. Thomas was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Mr. Thomas did not respond within the thirty (30) day time provided.

Presenter: *Cheryl Reinhart*

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-001 – David Michael Walker

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Violation of Standard 4: An educator entrusted with public funds and property, including school

sponsored activity funds, honors that trust with honest, responsible stewardship. The Professional Licensure Standards Board Ethics Subcommittee is recommending suspension of his license for two (2) years and a fine of $100. Mr. Walker was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Mr. Walker did not respond within the thirty (30) day time provided.

Presenter: *Cheryl Reinhart*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-029 – Bradley Ralph Harris

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 7: An educator refrains 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 is recommending a written reprimand and a fine of $50. Mr. Harris was notified by letter, dated April 11, 2014, of the recommendation of the Ethics Subcommittee. Mr. Harris accepted the recommendation on May 5, 2014.

Presenter: *Cheryl Reinhart*

C-12 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 is recommending probation of his license for one (1) year, a fine of $75, and anger management training with a licensed counselor to be completed by the end of the probationary period. All costs to be paid by the educator. Mr. Hathcock was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Mr. Hathcock did not respond within the thirty (30) day time period.

Presenter: *Cheryl Reinhart*

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-043 – Deanna Lynn Longstreth

Violation of Standard 7: An educator refrains 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 is recommending suspension of her license for three (3) years, a fine of $100, and that Ms. Longstreth submit a letter of successful completion from a licensed drug or alcohol counselor of a rehabilitation program with quarterly progress reports certifying that the educator is fit to return to the classroom at the end of the period of suspension. All costs to be paid by the educator. The letter must be submitted by the end of the period of suspension. Ms. Longstreth was notified by letter, dated March 14, 2014, of the recommendation of the Ethics Subcommittee. Ms. Longstreth did not respond within the thirty (30) day time period.

Presenter: *Cheryl Reinhart*

C-14 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-167 – Ashley Ann Walker

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 is recommending

suspension of her license for one (1) year and a fine of $100. Ms. Walker requested an evidentiary hearing. The request was approved and the hearing was held on May 2, 2014. The Professional Licensure Standards Board Ethics Subcommittee upheld the original decision. Ms. Walker accepted the recommendation on May 15, 2014.

Presenter: *Cheryl Reinhart*

C-15 Consideration of the Voluntary Surrender of License by William Bryan Smith in Professional Licensure Standards Board Case #14-139

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Smith surrendered his license on April 21, 2014.

Presenter: *Cheryl Reinhart*

Action Agenda

A-1 Consideration to approve the funding for the 2013-2014 Enhancement Grants

The DHS Division of Child Care and Early Childhood Education respectfully requests approval to fund these enhancement grants for 2013-2014.

Presenter: *Mary K. McKinney*

A-2 Consideration of Arkansas Better Chance 2014-2015 Grants

Pursuant to the authority granted to the State Board of Education, the Division of Child Care and Early Childhood Education respectfully requests approval of the Arkansas Better Chance grants for the 2014-2015 year.

Presenter: *Mary K. McKinney*

A-3 Final Accreditation Report Fiscal Year 2013-2014 - Summary of Accreditation for Arkansas Public Schools and School Districts

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Presenter: *Mr. Johnie Walters*

A-4 Consider Removal of Dollarway School District from State Control, effective October 1, 2014

On June 11, 2012, the State Board of Education found that the Dollarway School District violated the Standards for Accreditation of Arkansas Public Schools and School Districts (Standards for Accreditation) for two consecutive school years (2010-2011 and 2011-2012). Pursuant to Ark. Code Ann. § 6-15-207, the State Board of Education (State Board) assumed authority over the Dollarway School District. The State Board reconstituted the leadership of the Dollarway School District by removing the superintendent and school board, and by making the Commissioner of Education responsible for the governance of the school district. The Dollarway School District has been free of any violations of the Standards for Accreditation for two consecutive school years (2012-2013 and 2013-2014). For that reason the Arkansas Department of Education recommends that the State Board of Education remove the Dollarway School District from state authority, effective October 1, 2014 (after a school board is elected and receives training).

Presenter: *John Hoy*

A-5 Drew Central School District Appeal

Drew Central School District has appealed the assigned status of Accredited – Probationary to Drew Central High School. The district was in violation of Rule 9.03.4.4 requiring the district to teach two (2) units of the same Foreign Language to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools, for example: 440000 Spanish I (1 unit) and 440020 Spanish II (1 unit) --- OR --- 441000 French I (1 unit) and 441010 French II (1 unit). Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-6 Cross County School District Appeal

Cross County School District has appealed the assigned status of Accredited – Probationary to Cross County New Tech High School. The district was in violation of Rule 9.03.4.7 requiring the district/high school to teach four (4) units of Social Studies to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools: 470000 American History; 1 unit 471000 World History; 1 unit 472000 Civics; ½ unit 474300 Economics; ½ unit (if not taught as a CTE course) Social Studies elective(s); 1 unit or 1 ½ units if Economics is a CTE course. Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-7 Wynne School District Appeal

Wynne School District has appealed the assigned status of Accredited – Probationary to Wynne High School. The district was in violation of Rule 9.03.4.11.8 regarding the notification of the Arkansas Department of Education of intent to use an Advanced Placement (AP) course to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools. The district has also requested to appeal a violation of Rule 9.03.4.3 requiring the district/high school to teach six (6) units of Mathematics to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools: 430000 Algebra I; 1 unit 431000 Geometry; 1 unit 432000 Algebra II; 1 unit 433000 Pre-Calculus; 1 unit Math Electives; 2 units. Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-8 Arkadelphia School District Appeal

Arkadelphia School District has appealed the assigned status of Accredited – Probationary to Arkadelphia High School. The district was in violation of Rule 9.03.4.11.8 regarding the notification of the Arkansas Department of Education of intent to use an Advanced Placement (AP) course to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools. Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-9 Lavaca School District Appeal

Lavaca School District has appealed the assigned status of Accredited – Probationary to Lavaca High School. The district was in violation of Rule 9.03.4.11.8 regarding the notification of the Arkansas Department of Education of intent to use an Advanced Placement (AP) course to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools. Attached are correspondence, reports and receipts

confirming the violation.

Presenter: *Mr. Johnie Walters*

A-10 Malvern School District Appeal

Malvern School District has appealed the assigned status of Accredited – Probationary to Malvern High School. The district was in violation of Rule 9.03.4.11.8 regarding the notification of the Arkansas Department of Education of intent to use an Advanced Placement (AP) course to meet the requirements of the 38 courses mandated to be taught in Arkansas public schools. Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-11 Fort Smith School District Appeal

Fort Smith School District has appealed the assigned status of Accredited – Probationary for Spradling Elementary School. The district was in violation of Rule 15.03.2 which states: All administrative, teaching and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned. Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-12 SIA Tech Little Rock Appeal

SIA Tech Charter has appealed the assigned status of Accredited – Probationary to SIA Tech Charter High School.
The district was in violation of Rule 9.01.2 which states: each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards. (curriculum not aligned with Common Core State Standards)
Attached are correspondence, reports and receipts confirming the violation.

Presenter: *Mr. Johnie Walters*

A-13 Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2014.

Pursuant to § 6-17-422 members of the PLSB serve rotating terms. Three (3) members of the Professional Licensure Standards Board will complete their three-year terms on June 30, 2014. Nominations to fill these positions are as follows: Dr. Brad Baine, Dean of the College of Education of Williams Baptist University, has been nominated for re-appointment by the Arkansas Association of Colleges for Teacher Education (ArACTE) to represent Private Institutions of Higher Education. Dr. Randy Willison, Superintendent of Batesville School District, has been nominated for re-appointment by the Arkansas Association of Educational Administrators (AAEA) to represent public school superintendents. Lillian Hemphill, Social Studies teacher at Watson Chapel Jr. High School in the Watson Chapel School District, has been nominated by the Arkansas Education Association (AEA) to represent Public School Classroom Teachers – Grades 4-8. The terms of these members will begin on July 1, 2014 and end on June 30, 2017.

Presenter: *Dr. Karen Walters*

A-14 Presentation of Working Draft of a Plan for the Development and Implementation of Arkansas's K – 12 Science Standards

The Curriculum and Instruction Unit is pleased to present the first draft of a plan to guide and support the development and implementation of K–12 Science Standards. This plan is a collaborative effort between curriculum, assessment, professional development, communications, and external partners. The ADE website will house all information related to this on-going work under the Curriculum and Instruction page. The ADE State Lead for this work is Michele Snyder, Program Advisor in the Curriculum and Instruction Unit. The Curriculum and Instruction Unit requests your approval of this first draft.

Presenter: *Dr. Tracy Tucker*

A-15 Consideration for Final Approval: Proposed Revisions to the Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

Act 600 of 2013 resulted in several revisions to Arkansas laws related to fiscal distress. Based upon those legislative revisions, on April 10, 2014, the State Board of Education approved for public comment proposed revisions to the Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. Arkansas Department of Education staff held a public hearing concerning the proposed revisions on April 29, 2014. The public comment period expired on May 12, 2014. The Arkansas Department of Education received public comments on the proposed revisions. The public comments and the Arkansas Department of Education's responses are attached. Arkansas Department of Education staff made no revisions to the proposed rules based upon the public comments received. Arkansas Department of Education staff respectfully requests that the State Board of Education grant final approval to the proposed rules pending legislative subcommittee review.

Presenter: *Mike Hernandez and Jeremy Lasiter*

A-16 Consideration for Final Approval: Repeal of Arkansas Department of Education Rules Governing Public School End of Course Assessments and Remediation

Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP), Academic Distress Program, and End of Course Assessments and Remediation. Arkansas Department of Education staff recommends the combination of the ACTAAP and End of Course rules, and the repeal of the existing End of Course rules. On April 10, 2014, the State Board of Education approved for public comment the proposed repeal of the End of Course rules. Arkansas Department of Education staff held a public hearing concerning the proposed repeal on April 29, 2014. The public comment period expired on May 15, 2014. The Arkansas Department of Education received no public comments on the proposed repeal. Arkansas Department of Education staff respectfully requests that the State Board of Education grant final approval to the proposed repeal pending legislative subcommittee review.

Presenter: *Dr. Megan Witonski and Jeremy Lasiter*

A-17 Consideration for Final Approval: Proposed Rules Governing How to Meet the Needs of Children with Dyslexia.

These proposed rules incorporate the requirements of Act 1294 of 2013 (codified at Ark. Code Ann. §§ 6-40-101 through 109) that school districts screen certain students for dyslexia, providing intervention, evaluation, services, and accommodations as warranted. The proposed rules also incorporate the requirement that the ADE develop a Dyslexia Resource Guide. This Board released the proposed rules for public comment on

March 20, 2014; the public comment period ended April 22, 2014. Comments were reviewed but no changes were made to the proposed rules. Section 6.03 was changed, however, to correct a typographical error and thus make the wording of that section consistent with the Act. The Department respectfully requests that the Board grant final approval of these proposed rules, pending legislative review.

Presenter: *Lori Freno*

A-18 Consideration for Final Approval: ADE Rules Governing Instructional Materials

Revisions to these rules were made to reflect the changes in Act 511 of 2013. These rules were released for public comment on February 13, 2014 and April 10, 2014. Public comments were received during both public comment periods and additional revisions to the rules were made. Department staff respectfully requests the State Board give final approval to these rules.

Presenter: *Kendra Clay*

A-19 Consideration for Final Approval: ADE Rules Governing ACTAAP and the Academic Distress Program

Acts 600, 1073, 1081 and 1429 of 2013 resulted in several revisions to Arkansas laws related to the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program. Based upon those legislative revisions, on April 10, 2014, the State Board of Education approved for public comment proposed revisions to the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. Arkansas Department of Education staff held a public hearing concerning the proposed revisions on April 29, 2014. The public comment period expired on May 12, 2014. The Arkansas Department of Education received public comments on the proposed revisions. The public comments and the Arkansas Department of Education's responses are attached. The Arkansas Department of Education made a minor revision to Section 5.01.2 to make the provision consistent with Arkansas law. Arkansas Department of Education staff respectfully request that the State Board of Education grant final approval to the proposed rules pending legislative subcommittee review.

Presenter: *Dr. Megan Witonski and Jeremy Lasiter*

A-20 Consideration for Final Approval: ADE Rules Governing Public Charter Schools

The proposed revisions establish a procedure for parties that request State Board review of Charter Authorizing decisions. The revisions also change the timeline for submission of amendment requests by current charter holders. The State Board released these rules for public comment on April 10, 2014. A public hearing was held on April 29, 2014. Written comments were received, and changes to the rules were made. Department staff respectfully requests the State Board give final approval to these rules.

Presenter: *Kendra Clay*

A-21 Consideration for Public Comment: Repeal of ADE Rules Governing the Issuance of Subpoenas by the Arkansas State Board of Education

These rules are being combined with the new ADE Rules Governing State Board of Education Operating Guidelines. Therefore, repeal of these current rules is necessary. Department staff respectfully requests the State Board release the repeal of these rules for public comment.

Presenter: *Kendra Clay*

A-22 Consideration for Public Comment: ADE Rules Governing State Board of Education Operating Guidelines

The State Board of Education operating procedures have not been revised since 2008 and have not gone through the administrative rulemaking process. Department staff respectfully requests the State Board release these rules for public comment.

Presenter: *Kendra Clay*

A-23 Consideration for Emergency Approval: District Conversion Charter School New Application

The 2014 District Conversion Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle.

Presenter: *Kendra Clay*

A-24 Consideration for Public Comment: District Conversion Charter School New Application

The 2014 District Conversion Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle.

Presenter: *Kendra Clay*

A-25 Hearing on Revocation of Teaching License – Heather Eshenbaugh

Heather Eshenbaugh requested a renewal of her teaching license, which expired in 2009. Ms. Eshenbaugh was investigated by the Department of Education Licensure Unit in 2011 for fraud relating to her teaching license. Under Ark. Code Ann. § 6-17-410(d), the State Board of Education may revoke, suspend, or place a license on probation for obtaining a license fraudulently and for providing false or misleading information to the Department of Education or the State Board of Education. The Department recommends the revocation of Ms. Eshenbaugh's license. Ms. Eshenbaugh was notified and advised of her right to a hearing before the State Board, which she has requested.

Presenter: *Cheryl Reinhart*

A-26 Consideration of Tony Wood as Commissioner of Education

Presenter: *Brenda Gullett*

A-27 Election of Officers: State Board of Education for 2014-2015

In accordance with the Board Operating Guidelines, a nominating committee was formed at the April 10, 2014, Board meeting. Members included Ms. Mahony, Ms. Reith, and Dr. Barth. The Nominating Committee reported their recommended slate of officers May 8, 2014. Nominations included: Chairman: Sam Ledbetter; Vice-Chairman: Toyce Newton. Election of officers is to occur at the June Board meeting.

Presenter: *Alice Mahony, Nomination Committee Chair*

Minutes
State Board of Education Meeting
Thursday, May 8, 2014

The State Board of Education met Thursday, May 8, 2014, in the Auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 10:00 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Absent: none

Consent Agenda

Correction of April Minutes: Ms. Zook is appointed to special education committee, not limited to dyslexia.

Ms. Zook moved, seconded by Ms. Newton to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes -April 10, 2014
- Minutes -April 11, 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
- Progress Report on the Status of Districts Classified in Fiscal Distress
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-011 – Angela J. Stowell
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-091 – Mark Andrew Clampet
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-165 – Grant Cummings Rader
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-172 – Stacey Lynn Jones
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-049 – Christie Kay Stockburger
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-052 – Ralph Derwood Phillips
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-062 – Adrianne Carey
- Consideration of the Recommendation of the Professional Licensure

Action Agenda

Ms. Gullett requested to add to items to the action agenda. Ms. Newton made a motion, seconded by Dr. Barth, to add two items to the action agenda. The motion carried unanimously.

Action Item: Consideration for Awarding Waiver Days - Mayflower School District

Superintendent of Mayflower School District Mr. John Gray said during the 2013-2014 school year, the Mayflower School District missed a total of five (5) days due to an EF-4 tornado. The district requested a waiver of five (5) days making the 2013-2014 school year a total of 173 instructional days.

Ms. Newton made a motion, seconded by Ms. Zook, to approve an inclement weather waiver of five days for Mayflower School District. The motion carried unanimously.

Action Item: Consideration for Awarding Waiver Days - Vilonia School District

Superintendent of Vilonia School District Dr. Frank Mitchell said during the 2013-2014 school year, the Vilonia School District missed a total of five (5) days due to an EF-4 tornado. The district requested a waiver of five (5) days making the 2013-2014 school year a total of 173 instructional days.

Ms. Zook made a motion, seconded by Ms. Newton, to approve an inclement weather waiver of five days for Vilonia School District. The motion carried unanimously.

A-1 Consider Removal of Mineral Springs School District from Fiscal Distress Classification and State Control (reconstitution) effective October 1, 2014

Assistant Commissioner of Fiscal and Administrative Services Mike Hernandez said the Mineral Springs School District was classified in Fiscal Distress for 2012-2013 school year. The Department has conducted site visits, off-site assistance, and analysis of the financial status of the Mineral Springs School District. The Department is reporting that the Mineral Springs School District has currently corrected all criteria for being removed from Fiscal Distress. He said the Department recommended the Mineral Springs School District be removed from

Fiscal Distress and state control (reconstitution) effective October 1, 2014, (after a school board is elected and receives training).

Mineral Springs School District Superintendent Curtis Turner asked the Board to remove Mineral Springs from Fiscal Distress status.

Mr. Ledbetter asked about the status for Mr. Turner. Mr. Turner said he plans to remain in the district and hoped the new school board would continue his contract after the school board is elected. Mr. Ledbetter said the Board appreciates Mr. Turner's service.

Ms. Mahony made a motion, seconded by Ms. Reith, to remove Mineral Springs School District from Fiscal Distress Classification and State Control (reconstitution) effective October 1, 2014. The motion carried unanimously.

A-2 Classification of District in Fiscal Distress - Hector

Fiscal Distress Coordinator Hazel Burnett shard a brief history of the Department's review process for determining if a district may be in fiscal distress.

Ms. Burnett said pursuant to Ark. Code Ann. §6-20-1905, the Hector School District received notice by certified mail as being identified by the Department for fiscal distress status. The identification, recommendation for classification, and any appeal would be presented at the Board meeting. The District was informed in the March 14, 2014, identification letter not to incur any future debt obligations without prior written approval from ADE. She said the deadline for appeal was April 16, 2014, and no appeal was filed. Ms. Burnett recommended that Hector School District be classified as being in Fiscal Distress as of May 8, 2014.

Hector School District Superintendent Walt Davis said the district had to refinance bonds and make a large payment, had a reduction in student enrollment and other financial issues resulting in a low balance of funds.

Dr. Barth made a motion, seconded by Ms. Reith, to classify Hector School District in fiscal distress status. The motion carried unanimously.

A-3 Classification of District in Fiscal Distress - Lee County

Fiscal Distress Coordinator Hazel Burnett said pursuant to Ark. Code Ann. §6-20-1905, the Lee County School District received notice by certified mail as being identified by the Department for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the Board meeting. She said the District was informed in a March 28, 2014, identification letter not to incur any future debt obligations without prior written

approval from ADE. The deadline for appeal was April 30, 2014, and as of April 21, 2014, no appeal had been filed. Ms. Burnett recommended that Lee County School District be classified as being in Fiscal Distress as of May 8, 2014.

The Board asked several questions regarding the processes in place at both the local and state levels to oversee the finances of the Lee County District.

Ms. Zook made a motion, seconded by Dr. Barth, to classify Lee County School District in fiscal distress status. The motion carried unanimously.

A-4 Consideration of the Proposed Voluntary Annexation of the Norphlet School District with the Smackover School District

Department Deputy General Counsel Lori Freno-Engman said in April 2014, the Norphlet School District and Smackover School District petitioned the State Board of Education to approve the voluntary annexation of the Norphlet School District to the Smackover School District. She said the Board may consider the voluntary annexation pursuant to Ark. Code Ann. § 6-13-1401 et seq.

Attorney for Norphlet and Smackover School Districts Gene Bramblett said the two communities are rural and the districts are contiguous. He said both communities and school personnel support the voluntary annexation. He said all existing buildings on both campuses would be utilized. He said the annexation would provide additional resources for technology and curricular improvements.

Board members asked several questions of Attorney Gene Bramblett, Norphlet Superintendent Dr. Albert Snow, Norphlet School Board President Damon Goodwin, Smackover Superintendent Dave Wilcox, Smackover Curriculum Director Jennifer Lee, and Mayor of Norphlet Jim Crotty.

Mr. Ledbetter made a motion, seconded by Ms. Saviers, to approve the voluntary annexation of the Norphlet School District to the Smackover School District. The motion carried unanimously.

A-5 Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendment: Academic Center of Excellence, Cabot School District

Charter School Director Mary Perry said the Board approved the application for the Cabot School District to operate the Academic Center of Excellence on March 8, 2004. The charter was approved to serve students in grades 7-12 with a maximum enrollment of 500. She said representatives of the Cabot School District appeared before the Charter Authorizing Panel on April 16, 2014, and requested an amendment to the current charter. The Panel unanimously

approved the request. She said no request for the Board to review the decision made by the panel was submitted.

Ms. Michele Evans, Principal of ACE said the school is a focus school.

Ms. Saviers made a motion, seconded by Ms. Newton, to not review the Charter Authorizing Panel action on the requested open-enrollment public charter school amendment for Academic Center of Excellence, Cabot School District. The motion carried unanimously.

A-6 Hearing for Open-Enrollment Public Charter School Amendment Request: Quest Middle School of West Little Rock, Little Rock, Arkansas

Charter School Director Mary Perry said on November 14, 2013, the Charter Authorizing Panel approved the application for Quest Middle School of West Little Rock to open in 2014-2015 and serve students in grades 6-12 with a maximum enrollment of 490. She said on January 10, 2014, the Board held a hearing and confirmed the Panel's decision to approve the charter. On March 21, 2014, the Charter Authorizing Panel unanimously approved an amendment request for Quest Middle School of West Little Rock to change the location for the charter school from 1815 Rahling Road, Little Rock 72223, to 400 Hardin Road, Little Rock 72211. Ms. Perry said pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District and the Pulaski County Special School District requested the State Board of Education review the Panel's decision and the Board voted 6-1, at its meeting on April 10, 2014, to conduct a hearing to review the Panel's decision.

Chris Bowman, General Counsel for ResponsivEd, presented information pertaining to the reasons for the requested location change.

Mr. Ledbetter asked if this information was in the electronic Board packet. Mr. Bowman responded that the information was not contained in the Board packet. Mr. Ledbetter questioned the fact that new information was being presented that had not been previously reviewed by the Charter Authorizing Panel.

Mr. Bowman said the preliminary study is in the packet. He said the city gave its analysis and went back and forth with the school. Mr. Bowman said that if the city determined there will be a negative impact they wouldn't have approved the location. He said the city is requiring the school to submit a letter saying they will follow what is listed in the traffic study. He said the city wants a single line drop off and a 45-minute staggered drop off in the morning. Mr. Bowman said there is no legal impediment to operating a charter school at the Hardin Road location.

Ms. Mahony said she had previously asked for a copy of the traffic study conducted by the city.

Ms. Rochelle Blozer, parent, spoke on behalf of the Quest Middle School.

Mr. Chris Heller, attorney for the Little Rock School District, spoke against approval of the charter location. Mr. Sam Jones, attorney for PCSSD, said he endorsed the argument spelled out by Mr. Heller.

Mr. Dave Freiwald, Director of Geographical Survey, spoke against the location of Quest Middle School. Ms. Vada Reynolds, representative of a local business, spoke against the location stating she is concerned about safety of the students.

Mr. Bowman said all traffic issues are valid. ResponsivEd has been approved for a permit from the city of Little Rock.

Ms. Zook made a motion, to uphold the Charter Authorizing Panel approval of the open-enrollment public charter school amendment requested for Quest Middle School of West Little Rock, Little Rock, Arkansas. The motion died for lack of a second.

Mr. Ledbetter made a motion, seconded by Ms. Newton, to overturn the Charter Authorizing Panel approval of the open-enrollment public charter school amendment requested for Quest Middle School of West Little Rock, Little Rock, Arkansas. Members were asked for a roll call vote: Mr. Ledbetter – yes; Dr. Barth – yes; Mr. Black – yes; Ms. Mahony – yes; Ms. Newton – yes; Ms. Reith – yes; Ms. Saviers – yes; and Ms. Zook – no. The final vote was 7-1. The motion carried.

The Board considered A-7 and A-9 together.

A-7 Consideration for Emergency Adoption: 2014 Open Enrollment Charter Application

Attorney Specialist Kendra Clay said the 2014 Open Enrollment Application included additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle with a requested due date change to July 21.

A-9 Consideration for Public Comment: 2014 Open Enrollment Charter New Application

Attorney Specialist Kendra Clay said the 2014 Open Enrollment Application includes additional prompts suggested by the Charter Authorizing Panel and updates the submission deadline for the 2014 application cycle with a requested due date change to July 21.

Dr. Barth made a motion, seconded by Ms. Newton, to approve the emergency

adoption of the 2014 Open Enrollment Charter Application with the requested change and approve the 2014 Open Enrollment Charter New Application with requested change for public comment. The motion carried unanimously.

A-8 Consideration for Approval - American Sign Language appendix to Modern Languages Frameworks I-IV

Curriculum and Instruction Director Dr. Tracy Tucker said Arkansas Code Annotated § 6-16-142 (passed by the Arkansas General Assembly as Act 328 of 2013) authorized Arkansas public high schools to offer American Sign Language for foreign language credit, giving ASL equal status with other foreign languages offered in our public schools. She said to implement the law; the Curriculum and Instruction unit convened a committee of educators and ASL interpreters to develop a curriculum framework. The committee included the coordinator of the ASL interpreter training program at the University of Arkansas at Little Rock, a teacher from the Arkansas School for the Deaf who is herself deaf and whose first language is ASL, a special education teacher with experience working with students who are deaf, and two ASL interpreters who serve in Arkansas school districts. Dr. Tucker said four of the state's five ACTAAP regions were represented. Building from the recently revised and adopted Modern Languages I-IV framework and using as examples the appendices to that framework for Chinese, German, and Russian, the committee developed an appendix to guide instruction in ASL. It was the unanimous opinion of the committee members that a separate framework was unnecessary, and an appendix similar to those of the other languages mentioned would suffice. She said the committee reviewed several documents containing guidance on teaching ASL. These documents included curricular documents from the American Sign Language Teachers Association, Gallaudet University, and several U.S. states and Canadian provinces. Dr. Tucker said the next steps in this process are 1) to work with the ADE Licensure Unit to develop an appropriate path to licensure, including the selection of an appropriate Praxis or other professional test to ensure teachers are qualified to teach ASL, 2) to work through the Licensure
Unit with the Department of Higher Education to assist in developing ASL teacher training programs, and 3) to work with educators across Arkansas to make them aware of the new course offering and to offer assistance as needed to implement this course.

Ms. Zook made a motion, seconded by Ms. Reith, to approve the American Sign Language appendix to Modern Languages Frameworks I-IV. The motion carried unanimously.

The Board considered A-10 and A-14 together.

A-10 Consideration for Public Comment: Proposed Rules Governing the Teacher Excellence and Support System (TESS)

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department recommended changes to the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System to implement Act 709 of the 2013 Regular Session of the Arkansas General Assembly and update other provisions.

A-14 Consideration for Final Approval: Emergency Rules Governing the Teacher Excellence and Support System

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said the Department recommended changes to the Arkansas Department of Education Rules Governing the Teacher Excellence Support System (TESS) to implement changes made to the Arkansas Code under Act 709 of the Regular Session of 2013 and update other provisions. She said because the PARCC assessments and TESS implementation begin with the 2014-2015 school year, schools and educators need to be able to plan for the TESS implementation and to participate effectively in ongoing TESS professional development.

Ms. Saviers made a motion, seconded by Ms. Mahony, to approve the Emergency Rules Governing the Teacher Excellence and Support System and the Rules Governing the Teacher Excellence and Support System (TESS) for public comment. The motion carried unanimously.

A-11 Consideration for Public Comment: ADE Rules Governing Consolidation and Annexation of School Districts

Department Deputy General Counsel Lori Freno-Engman said Act 1073 of 2013 made minor revisions to Arkansas laws related to the consolidation and annexation of school districts. She said the current rules should be revised to be in accordance with the Arkansas Code.

Ms. Mahony made a motion, seconded by Ms. Reith, to approve the Rules Governing the Teacher Excellence and Support System (TESS) for public comment and to approve the ADE Rules Governing Consolidation and Annexation of School Districts for public comment. The motion carried unanimously.

A-12 Consideration for Final Approval: Arkansas Department of Education Rules Governing School District Requirements For Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Department Deputy General Counsel Lori Freno-Engman said the Department

recommended changes to these rules because Acts 228 and 1073 of 2013 (codified in Ark. Code Ann. §§ 6-11-129 and 6-17-201) added requirements related to school districts' posting of information on their websites and required the ADE to notify school districts that fail to post certain information. She said the Board released the proposed rules for public comment on February 13, 2014. Public comments were received and considered, resulting in minor non-substantive changes to the proposed rules.

Ms. Zook made a motion, seconded by Ms. Newton, to approve the Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. The motion carried unanimously.

A-13 Consideration for Final Approval: ADE Rules Governing Parental Involvement Plans

Attorney Specialist Kendra Clay said the proposed revisions included changes made necessary by Act 1423 of 2013. She said the Board approved the proposed revisions for public comment on March 20, 2014. ADE staff conducted a public hearing on the proposed changes on April 14, 2014. The public comment period expired on April 22, 2014. Ms. Clay said written comments were received and a typographical change was made to the rules. She also requested one additional change to 4.02 to change the number to two (2) hours of professional development.

Ms. Saviers made a motion, seconded by Mr. Black, to approve the ADE Rules Governing Parental Involvement Plans with the requested change. The motion carried unanimously.

Reports

Nominating Committee Report

During the April 10, 2014 Board meeting, Ms. Gullett appointed a nominating committee for Board officers consisting of Ms. Mahony, chair; Ms. Reith; and Dr. Barth.

Ms. Mahony, Committee Chair, nominated Mr. Sam Ledbetter as Chair and Ms. Toyce Newton as Vice-Chair of the Board.

The report was accepted by acclamation.

Adjournment

The meeting adjourned at 2:54 p.m.

Minutes recorded by Deborah Coffman.

Minutes
State Board of Education Meeting
Friday, May 9, 2014

The State Board of Education met Friday, May 9, 2014, in the Auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9:00 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Joe Black; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner.

Absent: Mireya Reith

Reports

Chair's Report

Ms. Saviers said the Rockefeller Foundation provided an opportunity to meet at Harvard to discuss innovation in learning. Ms. Newton said the amount of support and investment from industry was impressive in the case studies. Ms. Newton said the state should look to larger foundations for support for innovation in Arkansas and shine the spotlight on rural Arkansas.

Ms. Weimer said the ADE was accepting applications for 2015 ATOY. She encouraged schools to send in their nominations.

Ms. Reith attended a *Readiness Matters/State Collaboration for Success* Hunt Institute to create an action plan for English Language Learners. Ms. Reith will be attending a NASBE meeting in June to continue the work for ELL.

Ms. Mahony and Ms. Newton will be sponsoring 255 girls in Girls Learning about Math (GLAM). They encourage girls to take rigorous math courses in high school.

Dr. Barth said he is working on a NASBE Next Generation Science grant proposal that will focus on work with the State Board and a public component to understand the value of Science Education.

Commissioner's Report

Commissioner Kimbrell said a reception would be held in the ADE Auditorium on June 12 at 9:00 a.m. to recognize Brenda Gullett, State Board Chair, for her seven years of service on the State Board of Education.

He also said the Special Committee for Distressed Schools meeting was rescheduled to Tuesday, May 13, at 11:00 am in the Commissioner's Conference Room.

Dr. Kimbrell said the Special Committee on Parental Involvement would meet June 13 at 1:00 in the Commissioner's Conference Room.

Recognition of the Presidential Award for Excellence in Mathematics and Science Teaching

Curriculum and Instruction Director Dr. Tracy Tucker said the presidential award is the nation's highest honor for mathematics and science teachers for grades K–12. Awardees serve as models for their colleagues, inspiration to their communities, and leaders in the improvement of mathematics and science education. A national committee of distinguished scientists, mathematicians and educators selected only 102 teachers from the nation to receive these awards. The awardees received a $10,000 award and a trip to Washington, DC for professional development activities and an awards ceremony. The National Science Foundation, on behalf of the White House Office of Science and Technology Policy, administered the award. Both award winners will also be recognized at the state level during the 2014 Arkansas Curriculum Conference.

Dr. Tucker and Dr. Kimbrell recognized Jennifer Richardson, a fifth grade science teacher at Wooster Elementary in the Greenbrier School District as the Arkansas 2012 winner of the Presidential Award for Excellence in Science.

Dr. Tucker and Dr. Kimbrell recognized Christi Snow, a first grade mathematics teacher at Harp Elementary School in the Springdale School District as the Arkansas 2012 winner of the Presidential Award for Excellence in Mathematics Teaching.

Recognition of the Gilder Lehrman History Teacher of the Year Award

Curriculum and Instruction Director Dr. Tracy Tucker said the Gilder Lehrman History Teacher of the Year Award promotes and celebrates the teaching of American history in classrooms across the United States. The award honors one exceptional K-12 teacher of American history from each of the fifty states, the District of Columbia, Department of Defense schools and US Territories.

Dr. Tucker and Dr. Kimbrell recognized Chrissy Hallwachs, a teacher at Cooper Elementary in the Bentonville School District, as the 2013 Arkansas recipient of the History Teacher of the Year Award. Dr. Tucker said Ms. Hallwachs was chosen as the winner because of her commitment to teaching American history

and her use of creativity and imagination in the classroom. The award is co-sponsored by the Gilder Lehrman Institute of American History, HISTORY® and the Advisory Council on Historic Preservation on behalf of its Preserve America Program. Dr. Tucker said as the American History Teacher of the Year, Ms. Hallwachs received a library of primary and secondary sources to be housed in the school library, a certificate, and a $1000 award. Cooper Elementary School will be designated as a Gilder Lehrman Affiliate School.

Recognition of Master Principal Awardees

Mr. Blaine Alexander, on behalf of the Arkansas Leadership Academy, recognized three Arkansas school principals who have successfully completed the Master Principal Program and rigorous assessment to be designated Master Principals.

Mr. Alexander and Commissioner Kimbrell recognized Ms. Georgia Chastain, Cabot Middle School South Principal at Cabot School District. Ms. Chastain recognized the support of the Cabot parents, staff, administration and community. Dr. Barth recognized Ms. Chastain's contribution to learning.

Mr. Alexander and Commissioner Kimbrell recognized Ms. Thelma Forte, Principal of the Union Elementary Magnet School in the Texarkana School District. Ms. Forte said public school does work. She said her school was focused on becoming transformed, transparent, and transfigured.

Mr. Alexander and Commissioner Kimbrell recognized Ms. Tammy Woosley, Principal at Jones Elementary in the Conway School District. Ms. Woosley thanked the Board for continued support of the Arkansas Leadership Academy in replicating a process to build capacity.

Update on Common Core State Standards, PARCC, Schools of Innovation and School Improvement

Assistant Commissioner of Learning Services Dr. Megan Witonski spoke about the conference Ms. Reith attended and said English language learners incorporate 95 languages in Arkansas.

Dr. Witonski reported she has received 130 applications for Schools of Innovation and that approval or denial letters will be sent to districts by June 30.

Dr. Witonski shared a video compilation of student video contest entries. Students submitted videos describing their experience with Common Core State Standards.

Dr. Witonski reported a team is checking technology capacity for districts and a full report will be submitted to superintendents.

Student Assessment Director Melody Morgan said PARCC field test performance based assessment is complete and schools are working on end-of-year field-testing. Ms. Morgan said several school districts volunteered to engage in more field-testing. She said survey data included testimony from students such as http://www.kuaf.org/content/technology-arkansas-schools-good-start. Ms. Morgan thanked the Board for their support of the K-2 Assessment study. She said Dr. Denise Airola would lead the task force.

Dr. Kimbrell recognized Ms. Morgan for her exceptional work with PARCC on behalf of Arkansas. He said her expertise is recognized nationally.

Educator Preparation Program Reports

Assistant Commissioner of Human Resources, Educator Effectiveness and Licensure Dr. Karen Walters shared the report from the institutions of higher education. The full reports are available on the ADE website at https://adedata.arkansas.gov/eppr/. Dr. Walters said triangulation of data including CAPE indicators would guide next steps for differentiated support.

Ms. Saviers recognized the work of Dr. Walters.

Dr. Walters said the Teacher Cadet Program would help to address teacher shortage areas.

Dr. Walters recognized Human Resources/Licensure Director Karli Saracini for the innovative changes made to the Educator Licensure Program.

Proposed Revisions to the State Board of Education Operating Procedures

Attorney Specialist Kendra Clay said the State Board of Education Procedures have not been revised since 2008. ADE staff proposed revisions to the State Operating Board Procedures to align them with current practices of the State Board. Board members asked Ms. Clay to move forward with putting the proposed revisions into a draft document and prepare action for public comment.

Appointment

Ms. Gullett appointed Ms. Reith to an ELL committee with ADE staff.

Adjournment

The meeting adjourned at 10:25 a.m.

Minutes recorded by Deborah Coffman.

NON-PROFIT / COMMUNITY ORGANIZATION
SITE APPLICATION
Community Service Learning
(Act 648 of 1993)

1. Name of the school district and school initiating this application.

   Brinkley School District (initiated by Delta YES, spoke with Counselor Taylor)
   (School district name)

   Brinkley High (initiated by Delta YES, spoke with Counselor Taylor)
   (School name)

2. Name of the Community Service Learning faculty supervisor with whom this non-profit / community organization will be working Tentative: Counselor Taylor with Deidre Williams (Certified Teachers)

3. Non-profit / Community Organization Information:

   County: Monroe School: Brinkley High School

   Name of Non-profit / Community Organization: Delta YES, Inc.

   Address: 818 N. New Orleans (Street) Brinkley, AR (State) 72021 (Zip Code)

   Phone Number: 870-589-1147 Fax Number: _____

   E-mail Address: ddprecise3@yahoo.com

   Name of Director/Contact Person: Deidre Williams

   Hours of Operation: by appt Staffing – Number of Employees: _____

   Number of Volunteers: 2

4. What service(s) does your non-profit / community organization provide? Delta YES is 501c3 that works to promote education, entrepreneurship, and community service among youth through partnering out-of-school time programs and online resources.

5. Would your non-profit / community organization be interested in collaborating with school(s)/school district(s) to identify community service opportunities for student in grades 9 through 12 to help implement Act 648 of 1993?

   Yes * No _____

6. Does your non-profit / community organization currently provide volunteer opportunities for youth?

Yes * No _____ (If the response is Yes, please provide details; describe the service provided, at no cost, to the community and the role of the student volunteer).

Students are offered training and participate in out-of-school time programs as tutors and recreation coordinators (most recent example was through the Marian Anderson Community Center 3 Day Camp Summer 2013).

7. Identify the non-profit / community organization personnel who will be supervising the student volunteers Deidre Williams, Delta YES and Kathy Shelton, Marian Anderson Community Center .

8. Are the non-profit / community organization student volunteer supervisors available to receive training and technical assistance in developing a new, or expanding an existing, youth volunteer program?
   Yes * No _____

9. When would be the best time to schedule training?
   Month Open Day of Week _____

It is highly recommended that sites and school(s)/school district(s) receive training and technical assistance prior to implementing Act 648 of 1993.

PLEASE RETURN THIS SITE APPLICATION BY FAX OR MAIL:

Arkansas Division of Volunteerism
Attention: Arthurine Harrison
Donaghey Plaza South
P.O. Box 1437, Slot S 230
Little Rock, AR 72203-1437
Phone: 501-682-7540
Fax: 501-682-6752

Recommended Student Community Service Sites
Act 648
Increment 21

Service Site	City/Town	County	School District
Delta YES, Inc.	Brinkley	Monroe	Brinkley School District

June 2014

Section 1
Revolving Loans to School Districts

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

(1) Funding of its legally issued and outstanding postdated warrants;
(2) Purchase of new or used school buses or refurbishing school buses;
(3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer;
(4) Replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 et seq. [repealed] or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
(5) Making major repairs and constructing additions to existing school buildings and facilities;
(6) Purchase of surplus buildings and equipment;
(7) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
(8) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
(9) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
(10) Purchase of equipment;
(11) Payment of loans secured for settlement resulting from litigation against a school district;
(12) Purchase of energy conservation measures as defined in § 6-20-401; and
(13) (A)(i) Maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers.
(ii) Loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.
(B) For purposes of this subdivision (13), the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is $500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

STATE BOARD OF EDUCATION MEETING

JUNE 12, 2014

APPLICATIONS FOR REVOLVING LOANS

REVOLVING LOAN APPLICATIONS:

1	**School Bus**	**$**	**80,533.00**
1		**$**	**80,533.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
REVOLVING LOANS
SCHOOL BUS
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Dierks	Howard	552.17	$80,533.00	6.50%	$2,677,631.00	Purchasing a 2015 Freightliner 77 passenger bus

Section 2
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

JUNE 12, 2014

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

3	**2nd Lien**	**$**	**27,880,000.00**
3		**$**	**27,880,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Glen Rose	Hot Spring	981.06	$605,000	11.43%	$5,845,000	Funding the resurfacing of the District's football field ($575,000), cost of issuance and underwriter's discount allowance ($30,000) with any remaining funds to be used for other construction, renovations and equipment purchases.
North Little Rock	Pulaski	8,543.60	$25,000,000.00	24.70%	$186,371,134.00	Completion of constructing and equipping new schools, constructing and equipping additions to existing schools, and purchasing land ($24,424,000), cost of issuance and underwriter's discount allowance ($576,000) with any remaining funds to be used for constructing, refurbishing, remodeling and equipping school facilities.
Russellville	Pope	4,995,69	$2,175,000.00	7.72%	$63,590,000.00	Funding the rehabilitation of reroofing and HVAC systems at various school facilities ($1,824,000), purchase and installation of LED message boards at various school facilities ($280,000) and cost of issuance with any remaining funds to be used for other capital projects and/or equipment ($71,000).

Section 3
Voted Bonds

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

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

STATE BOARD OF EDUCATION MEETING

JUNE 12, 2014

APPLICATIONS FOR COMMERCIAL BONDS

COMMERCIAL BOND APPLICATIONS:

1	**Voted**	**$**	**1,670,000.00**
1		**$**	**1,670,000.00**

SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
VOTED
RECOMMEND APPROVAL

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Maynard	Randolph	443.59	$1,670,000	6.32%	$1,715,725.00	Refunding the November 1, 1997 bond issue ($100,000), funding the District's portion of the following Partnership Projects: constructing, equipping, and renovating the High School and Elementary School ($1,500,000), cost of issuance and underwriter's discount allowance ($70,000) with any remaining funds to be used for other capital projects and equipment purchases.

NEWLY EMPLOYED FOR THE PERIOD OF April 19, 2014 – May 24, 2014

Christopher Abbott– Information Systems Business Analyst, Grade C122, Division of Research and Technology, Technical Support, effective 04/28/14.

Lance Howell – Computer Support Coordinator, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 04/28/14.

Dianna Sheppard – Accountant I, Grade C116, Division of Fiscal and Administrative Services, Child Nutrition, effective 04/28/14.

***Crystal Singleton – Program Fiscal Manager , Grade C122, Division of Fiscal and Administrative Services, Fiscal Distress Services, effective 04/28/14.**

***Chantele Williams – Public School Program Advisor , Grade C122, Division of Learning Services, School Improvement, effective 05/12/14.**

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF April 19, 2014 – May 24, 2014

Stephanie Alsbrook from a Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, to a Fiscal Support Manager, Grade C123, Division of Fiscal and Administrative Services, Child Nutrition, effective 05/12/14. Promotion

Debi Branscum from an Administrative Specialist II , Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, to an Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, Child Nutrition, effective 05/12/14. Promotion

Janice Calaway from an Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Educator Licensure, to an Administrative Specialist III, Grade C112, Division of Human Resources/Licensure, Educator Licensure, effective 04/28/14. Promotion

***Resmi Jose from an ADE APSCN Division Manager, Grade C126, Division of Research and Technology, Data Reporting and Systems, to an ADE Special Advisor, Grade N908, Division of Research and Technology, Data Reporting and Systems, effective 05/12/14. Promotion**

Lillian Paulette from an Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, to an Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, Child Nutrition, effective 05/12/14. Promotion

Ivy Pfeffer from an ADE Assistant to Director, Grade C129, Division of Human Resources/Licensure, Office of Educator Effectiveness (OEE), to an ADE Special Advisor, Grade N908, Division of Human Resources/Licensure, Office of Educator Effectiveness (OEE), effective 05/12/14. Promotion

Karli Saracini from a Public School Program Manager, Grade C126, Division of Human Resources/Licensure, Educator Licensure, to an ADE Special Advisor, Grade N908, Division of Human Resources/Licensure, Educator Licensure, effective 05/12/14. Promotion

***Kevin Ward from an Administrative Specialist III, Grade C112, Division of Human Resources/Licensure, Educator Licensure, to a Systems Analyst, Grade C122, Public School Accountability, School Performance, effective 04/28/14. Promotion**

***Darrick Williams from a Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Educator Licensure, to a Public School Program Coordinator, Grade C123, Division of Human Resources/Licensure, Educator Licensure, effective 04/28/14. Promotion**

SEPARATIONS FOR THE PERIOD OF April 19, 2014 – May 24, 2014

Jack Hansen – ADE OERZ Technical Assistant Specialist, Grade C122, Division of Learning Services, Education Renewal Zone, effective 04/24/14. 6 Years, 4 months, 2 days. 01

Robert Nichols – Public School Program Advisor, Grade C122, Division of Learning Services, Gifted and Talented, effective 05/02/14. 9 Years, 3 months, 29 days. Retirement

Michael Smith – Education Chief Investigator, Grade C125, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 04/30/14. 4 Years, 8 months, 20 days. 01

***Minority**

AASIS Codes:
01 – Voluntary Retirement

Arkansas Department of Education
Division of Public School Accountability
Standards Assurance Unit

Summary Report of Activities
Fiscal Year 2013-14

Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education

Members of the Board:

Brenda Gullett (Chair) – Fayetteville
Samuel Ledbetter – Little Rock
Alice Williams Mahony – El Dorado
Toyce Newton – Crossett
Vicki Saviers – Little Rock
Joe Black – Newport
Mireya Reith – Fayetteville
Jay Barth – Little Rock
Diane Zook – Melbourne

My name is Johnie Walters. I serve as the Unit Leader of the Standards Assurance Unit. This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2).

The Standards Assurance Unit (SAU) is a part of the Division of Public School Accountability, under the supervision of Mr. John Hoy, Assistant Commissioner, Arkansas Department of Education. The Standards Assurance Unit is responsible for ensuring that Arkansas school districts are in compliance with Arkansas statutes and rules promulgated by the Arkansas State Board of Education that apply to the districts and schools of the State of Arkansas.

I would like to offer a summary of activities of the Standards Assurance Unit for the 2013-14 school year.

The unit currently has fourteen employees. They are:

Johnie Walters – Unit Leader	
Tim Barnes – Area 7	25 Districts/112 Schools
John Calaway – Area 9	28 Districts/103 Schools
Roy Causbie – Area 3	29 Districts/100 Schools
Derryl Evans – Area 10	12 Districts/121 Schools

Kay Gardner – Program Advisor/Educ. Liaison	
Shade Gilbert – Area 8	27 Districts/100 Schools
Randall Lawrence – Area 1	17 Districts/124 Schools
Tammy Long – Area 6	28 Districts/ 96 Schools
Brandon Morrison – Area 4	27 Districts/100 Schools
Mari Beth Nokes – Area 5	26 Districts/107 Schools
David "Nath" Tumlison – Area 2	30 Districts/105 Schools
Pamela Butler – Administrative Assistant	
Anastasia Woods – Administrative Assistant	

Please see attached area map and spreadsheet for more detailed information.

2013-14 Unit Activities Summary

Provided Technical Assistance to District and School Personnel

Assisted with Desegregation Monitoring

Assisted Charter Schools Division, Office of Teacher Licensure, Alternative Learning Education, Career and Technical Education and Student Information Systems Division in Various Capacities

Conducted:

10 Technical Assistance Visits to Individual School Districts

9 Visits to Schools in Fiscal Distress or Alert Status

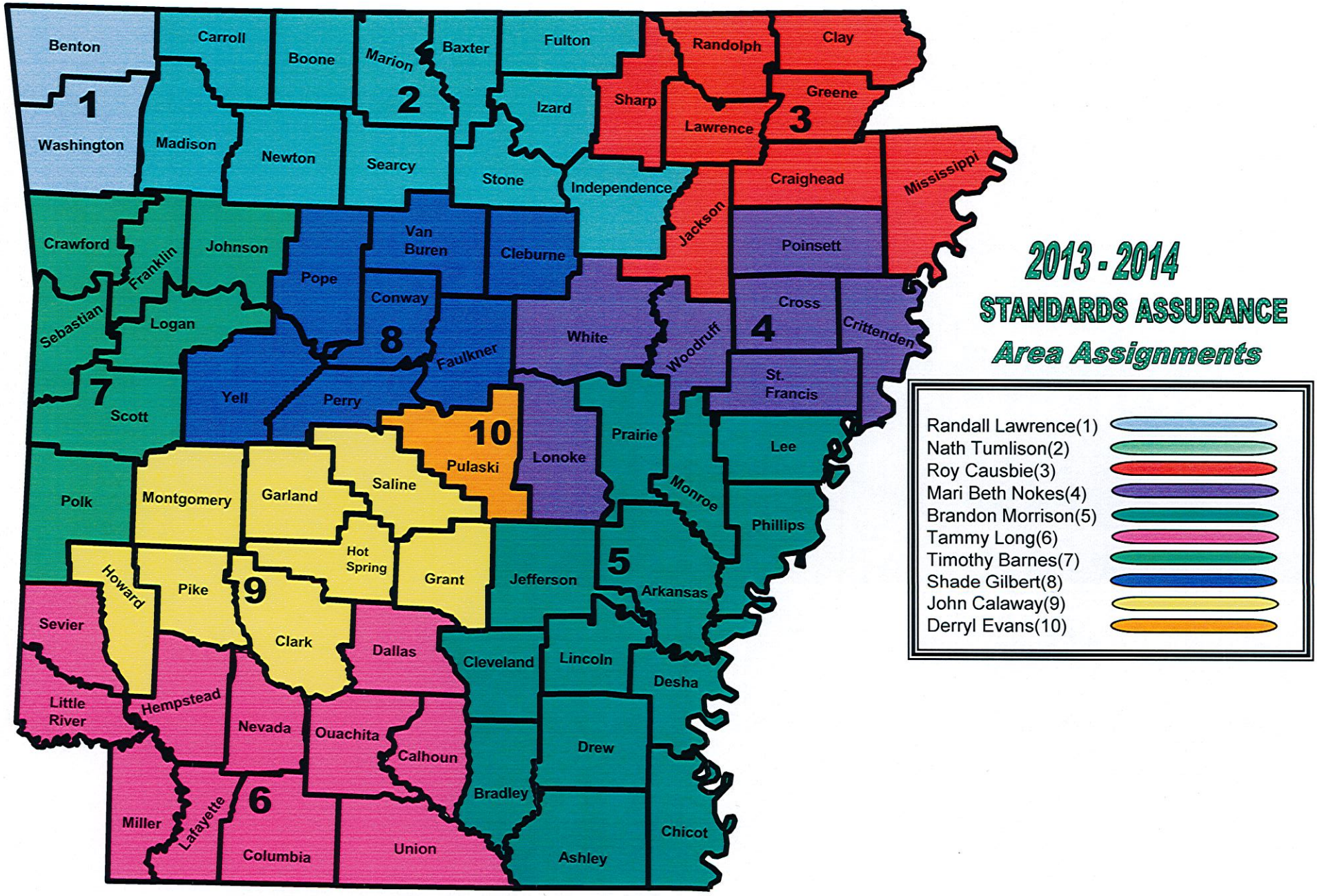
32 Workshops in Area Educational Cooperatives

261 OSR Monitoring Visits on Individual School Sites within 81 School Districts

Completed other duties and assignments as directed by our Supervisors and the Board

Completed Annual Accreditation Reports for 241 School Districts and 17 Charter Districts and assigned a recommended Accreditation Status for all schools

Respectfully Submitted – June 12, 2014
Johnie Walters
Standards Assurance Unit/ADE



Revised 07/05/13 kg

2013-2014 SAU Area Assignments

1 **Randall Lawrence**	2 **Nath Tumlison**	3 **Roy Causbie**	4 **Mari Beth Nokes**	5 **Brandon Morrison**
Benton Washington	Baxter Boone Carroll Fulton Independence Izard Madison Marion Newton Searcy Stone	Clay Craighead Greene Jackson Lawrence Mississippi Randolph Sharp	Cross Crittenden Lonoke Poinsett St. Francis White Woodruff	Arkansas Ashley Bradley Chicot Cleveland Desha Drew Jefferson Lee Lincoln Monroe Phillips Prairie
6 **Tammy Long**	**7** **Tim Barnes**	**8** **Shade Gilbert**	**9** **John Calaway**	**10** **Derryl Evans**
Calhoun Columbia Dallas DYS Hempstead Little River Lafayette Miller Nevada Ouachita Sevier Union	Crawford Franklin Johnson Logan Polk Scott Sebastian	Cleburne Conway Faulkner Perry Pope Van Buren Yell	Clark Garland Grant Hot Spring Howard Montgomery Pike Saline	Pulaski

* Please call 501-682-4380

Revised 0705/13 kg

Additional Licensure Waiver Requests
June 2014
State Board Agenda

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Arkansas Consolidated Schools - Division of Youth Services	1	Hamblen, Steven	Health, PE, Secondary Sciences	268	Life Science	13-14	Granted
	Friendship Community Care	1	Bell, Roland	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
6604	Hartford School District	1	Baldwin, Ashley	Life/Earth Science	169	Physical /Earth Science 7-12	13-14	Granted
0407	Pea Ridge School District	1	Studer, Jamie	Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted
3505	Pine Bluff School District	1	Roaf, Annitha	Reading, Elementary	166	English	13-14	Granted
2502	Salem School District	1	Massey, Sandra	Speech Language Pathology	320	Curr/Program Adm/Sped P-12	12-13 13-14	Granted

6	**# Districts Requesting Waivers This Month**	6	**# Waivers Requested This Month**

# Waivers Granted This Month	**6**
# Waivers Denied This Month	**0**
Total Waivers Requested This	**6**

Long-Term Substitutes Requested
June 2014
State Board Agenda

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester Granted	Reason
4702	Blytheville School District	2	Clifton, Seane	Art	Predmore, Charlee	Granted	2nd	
			Shavalia, Kelsey	Middle School Math	Thomas, Cortney	Granted	2nd	
6802	Cave City School District	1	Fowler, Jonathan	English	Kazzee, Amanda	Granted	2nd	
4302	England School District	1	James, Lynn	3rd Grade	Hodge, Gwen	Granted	2nd	
6602	Greenwood School District	2	Clements, Logan	Special Education	Green, Brandi	Granted	2nd	
			Meeker, Jacqueline	Spanish	Huerto, Gilbert	Granted	2nd	
5903	Hazen School District	2	Foot, Judy	English/Language Arts	King, Zach	Granted	2nd	half-time
			Swink, Ellen	English/Language Arts	King, Zach	Granted	2nd	half-time
6202	Hughes School District	2	Doolittle, Connie	Agriculture	Tillman, Wayne	Denied	2nd	Sub does not have Bachelor's degree. Exceeds 30 day time limit
	Hughes School District Continued		Woods, Coyalle	Instrumental Music K-12	Walker, David	Denied	2nd	Sub does not have Bachelor's degree. Exceeds 30 day time limit
4401	Huntsville School District	1	Emmitt, Jill	Kindergarten	Whitehead, Dawn	Granted	2nd	

Long-Term Substitutes Requested
June 2014
State Board Agenda

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester Granted	Reason
1608	Jonesboro School District	1	Arnoult, Elizabeth	Special Education	May, Pam	Granted	2nd	
	Millcreek of Arkansas	1	Butler, Christopher	All subject areas	McElroy, Macy	Granted	2nd	
1104	Piggott School District	1	Barton-Shelton, Ella	Special Education	Hamilton, Jenny	Granted	2nd	
6006	Pulaski Co. Spec. School Dist.	10	Correia, Lynne	2nd Grade	Pearson, Rosalyn	Granted	2nd	
			Grasse, Maria	Social Studies/Math	Lewis, Zavier	Granted	2nd	
			Harris, Yamonda	3rd Grade	Brunson, Susan	Granted	2nd	
			Hicks, Ricky	Social Studies	Jackson, Ashley	Granted	2nd	
			Jackson, Pamela	CBI	Lang, Lauren	Granted	2nd	
			Karp, Cassy	Kindergarten	Sahlin, Amanda	Granted	2nd	
			Larry, Willie	Alternative Learning	Williams, Christine	Granted	2nd	
			Lee, Michele	Special Education	Anderson, Felecia	Granted	2nd	
	Pulaski Co. Spec. School Dist. Continued		VanBiervliet, Marisol	Special Education	Everette, Bernice	Granted	2nd	
			Willis, Hope	Pre-Kindergarten	Duvall, Sarah	Granted	2nd	
0405	Rogers School District	1	Crank, Kim	6th Grade Language Arts	Latta, Virginia	Granted	2nd	
	Vantage Point of Northwest Arkansas	1	Hiatt, Donna	Special Education	Boudreau, Charles	Granted	2nd	
1905	Wynne School District	1	Dunaway, Nancy	Special Education P-4	None	Granted	2nd	

Long-Term Substitutes Requested
June 2014
State Board Agenda

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied	Semester Granted	Reason
	Youth Bridge, Inc.	1	Cunningham, Paul D.	Special Education	Bartlett, Tracy	Granted	2nd	

15	**Long-Term Substitutes this Month**	**28**	**Substitutes Requested this Month**

# Long-Term Substitute Requests Granted	**26**
# Long-Term Substitute Requests Denied	**2**
Total # Long-Term Substitute Requests this Month	**28**

Arkansas Better Chance
2013-2014 Enhancement Grants

Agency	FY14 Vendor Numbers	Program Model	Total Slots	Total Funding	If 1099 Reportable, Enter "T"
ASU PROGRAMS FOR CHILDREN AND FAMILIES IN THE DELTA	9901250001	I/T Enhancement Grant	75	$ 211,875.00	
BATESVILLE SCHOOL DISTRICT	0000200029	I/T Enhancement Grant	20	$ 56,500.00	
BRAD HEAD START/EARLY HEAD START	0600000679	I/T Enhancement Grant	48	$ 135,600.00	
CONCORD SCHOOL DISTRICT	0000200122	I/T Enhancement Grant	17	$ 48,025.00	
DOLLARWAY SCHOOL DISTRICT	0000200164	I/T Enhancement Grant	10	$ 28,250.00	
EOA OF WASHINGTON COUNTY	0600001217	I/T Enhancement Grant	6	$ 16,950.00	
FRIENDSHIP COMMUNITY CARE	0600001411	I/T Enhancement Grant	11	$ 31,075.00	
KIDDIE KOLLEGE DAY CARE CENTER, INC.	0600001799	I/T Enhancement Grant	15	$ 42,375.00	
MIDLAND SCHOOL DISTRICT	0000200430	I/T Enhancement Grant	10	$ 28,250.00	
MY FIRST SCHOOL JACKSONVILLE INC.	0100168143	I/T Enhancement Grant	4	$ 11,300.00	
NORTH LITTLE ROCK SCHOOL DISTRICT	0000200457	I/T Enhancement Grant	16	$ 45,200.00	
PARAGOULD SCHOOL DISTRICT	0000200497	I/T Enhancement Grant	16	$ 45,200.00	
PARIS SCHOOL DISTRICT	0000200502	I/T Enhancement Grant	8	$ 22,600.00	
PLAY SCHOOL DAY CARE CENTER, INC.	0600002604	I/T Enhancement Grant	52	$ 146,900.00	
RAINBOW OF CHALLENGES, INC./SCHOOL OF HOPE	0600002680	I/T Enhancement Grant	20	$ 56,500.00	
SW ARKANSAS COMMUNITY DEVELOPMENT	0600002930	I/T Enhancement Grant	15	$ 42,375.00	
TWO RIVERS SCHOOL DISTRICT	0000200655	I/T Enhancement Grant	18	$ 50,850.00	
WALDRON SCHOOL DISTRICT	0000200673	I/T Enhancement Grant	7	$ 19,775.00	
WESTERN ARKANSAS CHILD DEVELOPMENT CB	0600003401	I/T Enhancement Grant	35	$ 98,875.00	
SOUTHEAST AR EDUCATION COOPERATIVE	0000200758	AmeriCorp Grant		$ 285,150.00	
			403	$ 1,423,625.00	

Agency	FY15 Vendor Numbers	Program Model	Total Slots	Total Funding
ABC CHILDRENS ACADEMY & DEVELOPMENTAL	0100049543	Center-based	310	$ 1,506,600.00
15TH STREET CHURCH OF GOD	0100050832	Center-based	60	$ 291,600.00
ABC PREPARATORY ACADEMY	0100174609	Center-based	20	$ 97,200.00
ACADEMY OF LEARNING, INC.	0600000034	Center-based	60	$ 291,600.00
ARCH FORD/CONWAY ABC	0000200747	Center-based	20	$ 97,200.00
ARKADELPHIA PUBLIC SCHOOL	0000200007	Center-based	80	$ 388,800.00
ARKANSAS CHILDREN'S HOSPITAL HIPPY	0600000308	Home Visiting	360	$ 630,000.00
ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE	0000200746	Home Visiting	600	$ 1,050,000.00
ARKANSAS RIVER EDUCATION SERVICE COOPERATIVE	0000200746	Home Visiting	60	$ 105,000.00
ASU PROGRAMS FOR CHILDREN AND FAMILIES IN THE	9901250001	Center-based	514	$ 2,498,040.00
ATKINS PUBLIC SCHOOLS/ATKINS SCHOOL DISTRICT	0000200014	Center-based	40	$ 194,400.00
AUGUSTA SCHOOL DISTRICT	0000200018	Center-based	60	$ 291,600.00
BARTON-LEXA SCHOOL DISTRICT	0000200022	Center-based	20	$ 97,200.00
BATESVILLE SCHOOL DISTRICT	0000200029	Center-based	150	$ 729,000.00
BATESVILLE SCHOOL DISTRICT PAT	0000200029	Home Visiting	56	$ 98,000.00
BEEBE PUBLIC SCHOOL	0000200035	Center-based	80	$ 388,800.00
BENTON SCHOOL DISTRICT HIPPY	0000200041	Home Visiting	48	$ 84,000.00
BENTONVILLE PUBLIC SCHOOL	0000200052	Center-based	240	$ 1,166,400.00
BENTONVILLE PUBLIC SCHOOL PAT	0000200052	Home Visiting	27	$ 47,250.00
BIGELOW ASSEMBLY OF GOD - COMMUNITY	0100122691	Center-based	20	$ 97,200.00
BLEVINS SCHOOL DISTRICT	0000200059	Center-based	15	$ 72,900.00
BLYTHEVILLE KINDERGARTEN CENTER PRE-SCHOOL	0000200061	Center-based	40	$ 194,400.00
BOONEVILLE PUBLIC SCHOOL	0000200062	Center-based	20	$ 97,200.00
BOST, INC.	0600000706	Center-based	30	$ 145,800.00
BOSTON MOUNTAIN EDUCATION COOPERATIVE HIPPY	0000200748	Home Visiting	300	$ 525,000.00
BRAD HEAD START/EARLY HEAD START	0600000679	Center-based	87	$ 422,820.00
BRADFORD SCHOOL DISTRICT	0000200064	Center-based	20	$ 97,200.00
BRIGHT BEGINNINGS/NORTH LITTLE ROCK	0100089382	Center-based	40	$ 194,400.00
BRINKLEY SCHOOL DISTRICT	0000200066	Center-based	32	$ 155,520.00
BROOKLAND PRESCHOOL/BROOKLAND SCHOOL	0000200068	Center-based	61	$ 296,460.00

BUFFALO ISLAND CENTRAL PUBLIC SCHOOL	0000200080	Center-based	30	$	145,800.00
CABOT PUBLIC SCHOOLS	0000200085	Center-based	180	$	874,800.00
CAMDEN- FAIRVIEW SCHOOL DISTRICT	0000200090	Center-based	60	$	291,600.00
CAMDEN- FAIRVIEW SCHOOL DISTRICT HIPPY	0000200090	Home Visiting	135	$	236,250.00
CARACO, INC. DBA KAREER KIDS	0100055711	Center-based	73	$	354,780.00
CARLISLE SCHOOL DISTRICT ABC PRE-K	0000200092	Center-based	40	$	194,400.00
CARROLL CO. LEARNING CENTER, INC.	0600000785	Center-based	37	$	179,820.00
CATHY JEAN JONES/DBA CATHY'S SWEET DUMPLINGS DAYCARE & PRESCHOOL	0100135436	Center-based	10	$	48,600.00
CAVE CITY SCHOOL DISTRICT	0000200094	Center-based	60	$	291,600.00
CB KING MEMORIAL SCHOOL, INC.	0600000764	Center-based	40	$	194,400.00
CEDAR RIDGE SCHOOL DISTRICT	0000200097	Center-based	80	$	388,800.00
CENTRAL ARKANSAS DEVELOPMENT COUNCIL	0600000818	Center-based	105	$	510,300.00
CHARLESTON SCHOOL DISTRICT	0000200107	Center-based	20	$	97,200.00
CLARENDON SCHOOL DISTRICT	0000200109	Center-based	24	$	116,640.00
CLEVELAND COUNTY SCHOOL DISTRICT	0000200116	Center-based	28	$	136,080.00
CLINTON PUBLIC SCHOOLS	0000200119	Center-based	40	$	194,400.00
COMMUNITY OUTREACH PARTNERSHIP ENRICHMENT	0600000968	Center-based	40	$	194,400.00
CONCORD SCHOOL DISTRICT	0000200122	Center-based	85	$	413,100.00
CONWAY PUBLIC SCHOOL	0000200126	Center-based	180	$	874,800.00
COUNTY LINE SCHOOL DISTRICT	0000200137	Center-based	20	$	97,200.00
CROSSETT SCHOOL DISTRICT	0000200139	Center-based	80	$	388,800.00
CROWLEY'S RIDGE EDUCATION COOPERATIVE	0000200749	Center-based	130	$	631,800.00
DANVILLE SCHOOL DISTRICT	0000200143	Center-based	40	$	194,400.00
DAWSON EDUCATION COOPERATIVE	0000200752	Center-based	500	$	2,430,000.00
DAWSON EDUCATION COOPERATIVE HIPPY	0000200752	Home Visiting	100	$	175,000.00
DEBBIE MAYS/BRIGHT BEGINNINGS FHDC	0100093288	Center-based	16	$	77,760.00
DECATUR PUBLIC SCHOOLS	0000200147	Center-based	35	$	170,100.00
DEQUEEN MENA EDUCATION COOPERATIVE	0000200750	Center-based	763	$	3,708,180.00
DEQUEEN MENA EDUCATION COOPERATIVE HIPPY	0000200750	Home Visiting	81	$	141,750.00
DERMOTT SCHOOL DISTRICT	0000200156	Center-based	10	$	48,600.00
DES ARC SCHOOL DISTRICT	0000200157	Center-based	20	$	97,200.00
DEWITT SCHOOL DISTRICT	0000200158	Center-based	20	$	97,200.00
DOLLARWAY SCHOOL DISTRICT	0000200164	Center-based	130	$	631,800.00

DREAM - JODY ABERNATHY	0600001134	Center-based	20	$	97,200.00
DREW CENTRAL SCHOOL DISTRICT	0000200167	Center-based	60	$	291,600.00
DUMAS PUBLIC SCHOOLS	0000200170	Center-based	35	$	170,100.00
EARLE SCHOOL DISTRICT	0000200175	Center-based	32	$	155,520.00
EARLE SCHOOL DISTRICT HIPPY	0000200175	Home Visiting	60	$	105,000.00
EARLY HORIZONS CDC	0600001190	Center-based	50	$	243,000.00
EAST END SCHOOL DISTRICT	0000200179	Center-based	20	$	97,200.00
EAST POINSETT COUNTY SCHOOL DISTRICT	0000200180	Center-based	60	$	291,600.00
EASTER SEALS-GPCDC	0600001205	Center-based	12	$	58,320.00
ELIZABETH KNIGHT/MISS BETH'S HOUSE FHDC	0100180643	Center-based	10	$	48,600.00
EMMANUEL LEARNING CENTER	0600001246	Center-based	80	$	388,800.00
EOA OF WASHINGTON COUNTY	0600001217	Center-based	74	$	359,640.00
ERMER'S LEARNING ACADEMY	0100055671	Center-based	20	$	97,200.00
EUREKA SPRINGS SCHOOL DISTRICT	0000200194	Center-based	40	$	194,400.00
EXPLORATION STATION, THE	0100145515	Center-based	36	$	174,960.00
FAMILIES AND CHILDREN TOGETHER	0600001296	Center-based	200	$	972,000.00
FAYETTEVILLE SCHOOL DISTRICT	0000200209	Center-based	120	$	583,200.00
FIRST PRESBYTERIAN CHURCH DC CTR	0600001341	Center-based	40	$	194,400.00
FIRST STEP, INC.	0600001342	Center-based	20	$	97,200.00
FLIPPIN SCHOOL DISTRICT	0000200212	Center-based	60	$	291,600.00
FOCUS, INC.	0600001356	Center-based	40	$	194,400.00
FORREST CITY SCHOOL DISTRICT	0000200219	Center-based	238	$	1,156,680.00
FORT SMITH PUBLIC SCHOOLS	0000200224	Center-based	260	$	1,263,600.00
FORT SMITH PUBLIC SCHOOLS PAT	0000200224	Home Visiting	111	$	194,250.00
FOUKE PUBLIC SCHOOL	0000200238	Center-based	59	$	286,740.00
FRANK C. STEUDLEIN LEARNING CENTER	0600001387	Center-based	40	$	194,400.00
FRIENDSHIP COMMUNITY CARE	0600001411	Center-based	141	$	685,260.00
GALE BARKER DBA KIDDIE KAMPUS FHDC	0100055237	Center-based	14	$	68,040.00
GLEN ROSE PUBLIC SCHOOL	0000200244	Center-based	26	$	126,360.00
GRAM'S HOUSE DAYCARE	0100055667	Center-based	30	$	145,800.00
GRAVETTE SCHOOL DISTRICT	0000200246	Center-based	50	$	243,000.00
GREAT BEGINNINGS CC & ENRICHMENT CTR	0600001485	Center-based	20	$	97,200.00
GREENBRIER SCHOOL DISTRICT	0000200248	Center-based	60	$	291,600.00
GREENBRIER SCHOOL DISTRICT HIPPY	0000200248	Home Visiting	189	$	330,750.00

GREENE CO. TECH SCHOOL DISTRICT	0000200256	Center-based	140	$	680,400.00
GREENWOOD PRESCHOOL CENTER	0000200259	Center-based	100	$	486,000.00
GROWING GOD'S KINGDOM	0100113327	Center-based	110	$	534,600.00
GURDON SCHOOL DISTRICT	0000200261	Center-based	40	$	194,400.00
GUY-PERKINS SCHOOL DISTRICT	0000200264	Center-based	15	$	72,900.00
HAMBURG SCHOOL DISTRICT	0000200269	Center-based	140	$	680,400.00
HAMPTON PUBLIC SCHOOLS	0000200271	Center-based	20	$	97,200.00
HARRISON SCHOOL DISTRICT	0000200276	Center-based	20	$	97,200.00
HARTFORD PUBLIC SCHOOL	0000200277	Center-based	20	$	97,200.00
HAZEN SCHOOL DISTRICT	0000200280	Center-based	24	$	116,640.00
HEAD OF THE CLASS	0100136029	Center-based	40	$	194,400.00
HEAD START CHILD & FAMILY SERVICES, INC.	0600001542	Center-based	117	$	568,620.00
HEBER SPRINGS ELEMENTARY HIPPY	0000200281	Home Visiting	60	$	105,000.00
HELENA-WEST HELENA SCHOOL DISTRICT HIPPY	0000200285	Home Visiting	144	$	252,000.00
HELPING HAND CHILDCARE	0600001572	Center-based	30	$	145,800.00
HERMITAGE SCHOOL DISTRICT	0000200286	Center-based	37	$	179,820.00
HIS LITTLE LAMBS FHDC	0100187692	Center-based	16	$	77,760.00
HOPE FOR THE YOUNG, INC.	0600001606	Center-based	39	$	189,540.00
HOPE SCHOOL DISTRICT	0000200290	Center-based	140	$	680,400.00
HOT SPRINGS CHILD CARE CENTER	0100153740	Center-based	130	$	631,800.00
HOT SPRINGS SCHOOL DISTRICT	0000200296	Center-based	60	$	291,600.00
HOXIE SCHOOL DISTRICT	0000200298	Center-based	50	$	243,000.00
HUNTSVILLE SCHOOL DISTRICT	0000200300	Center-based	35	$	170,100.00
IN HIS IMAGE YOUTH DEVELOPMENT CENTER, INC.	0600001643	Center-based	170	$	826,200.00
INSPIRED COMMUNITIES PAT	0600001659	Home Visiting	47	$	82,250.00
IZARD CO. CONSOLIDATED PRESCHOOL	0000200302	Center-based	30	$	145,800.00
JACKSON CO. SCHOOL DISTRICT	0000200304	Center-based	60	$	291,600.00
JEFFERSON COMPREHENSIVE CARE PAT	0600001728	Home Visiting	81	$	141,750.00
JELLYBEAN JUNCTION PRESCHOOL, INC.	0100173285	Center-based	20	$	97,200.00
JONESBORO SCHOOL DISTRICT	0000200311	Center-based	80	$	388,800.00
JONESBORO URBAN RENEWAL HOUSING AUTHORITY	0600001783	Home Visiting	27	$	47,250.00
JONESBORO URBAN RENEWAL HOUSING AUTHORITY	0600001783	Home Visiting	34	$	59,500.00
KID TO KID CHILD DEV. CENTER, INC.	0100149455	Center-based	20	$	97,200.00
KIDDIE KOLLEGE DAY CARE CENTER, INC.	0600001799	Center-based	45	$	218,700.00

KIDS 1ST	0600001800	Center-based	28	$	136,080.00
KIDS PLACE LEARNING CENTER	0100135681	Center-based	140	$	680,400.00
KIDS PLACE LEARNING CENTER HIPPY	0100135681	Home Visiting	44	$	77,000.00
KIDZ KARE, INC.	0100124813	Center-based	40	$	194,400.00
KIPP DELTA	0000200737	Center-based	34	$	165,240.00
LAKESIDE (CHICOT) SCHOOL DISTRICT	0000200318	Center-based	100	$	486,000.00
LAKESIDE (GARLAND) SCHOOL DISTRICT	0000200321	Center-based	73	$	354,780.00
LAMAR SCHOOL DISTRICT	0000200329	Center-based	60	$	291,600.00
LAURA LANTZ DBA HAPPY DAYS FHDC	0100047535	Center-based	10	$	48,600.00
LAVACA SCHOOL DISTRICT	0000200332	Center-based	55	$	267,300.00
LEAP FORWARD ACADEMY INC	0100191155	Center-based	20	$	97,200.00
LIL MOTIVATORS ACADEMY	0100054509	Center-based	20	$	97,200.00
LIL TREASURES LEARNING ACADEMY	0100076040	Center-based	20	$	97,200.00
LINCOLN CHILD CARE CENTER	0600001875	Center-based	76	$	369,360.00
LINCOLN SCHOOL DISTRICT	0000200340	Center-based	40	$	194,400.00
LINDA A. ADAMS/THE HUNNY TREE FHDC	0100083748	Center-based	10	$	48,600.00
LITTLE ANGELS CHILD CARE OF PRESCOTT	0100146733	Center-based	18	$	87,480.00
LITTLE BITTY CITY DAYCARE/PRESCHOOL	0100171265	Center-based	20	$	97,200.00
LITTLE KIDS PRESCHOOL INC.	0100138748	Center-based	34	$	165,240.00
LITTLE ROCK SCHOOL DISTRICT	0000200381	Center-based	1137	$	5,525,820.00
LITTLE SCHOLARS ACADEMY OF MAUMELLE	0100154198	Center-based	20	$	97,200.00
LITTLE SCHOLARS LEARNING ACADEMY & DAYCARE,	0600001908	Center-based	20	$	97,200.00
LITTLE ZION LEARNING CENTER	0100055243	Center-based	20	$	97,200.00
LONDON BRIDGES CHILD CARE	0600001920	Center-based	20	$	97,200.00
LONOKE SCHOOL DISTRICT	0000200385	Center-based	40	$	194,400.00
MAGAZINE SCHOOL DISTRICT	0000200391	Center-based	45	$	218,700.00
MAGNOLIA SCHOOL DISTRICT	0000200395	Center-based	120	$	583,200.00
MAINSTREET KIDS	0600001984	Center-based	60	$	291,600.00
MAMMOTH SPRING SCHOOL DISTRICT	0000200402	Center-based	26	$	126,360.00
MANILA SCHOOL DISTRICT	0000200403	Center-based	40	$	194,400.00
MANSFIELD ABC	0600001988	Center-based	60	$	291,600.00
MARION SCHOOL DISTRICT	0000200407	Center-based	60	$	291,600.00
MARMADUKE SCHOOL DISTRICT	0000200409	Center-based	28	$	136,080.00
MARVELL - ELAINE SCHOOL DISTRICT	0000200412	Center-based	30	$	145,800.00

MAYFLOWER SCHOOL DISTRICT	0000200413	Center-based	30	$	145,800.00
MCCRORY SCHOOL DISTRICT	0000200417	Center-based	20	$	97,200.00
MCGEHEE SCHOOL DISTRICT	0000200419	Center-based	60	$	291,600.00
MELBOURNE SCHOOL DISTRICT	0000200422	Center-based	20	$	97,200.00
MIDLAND SCHOOL DISTRICT	0000200430	Center-based	60	$	291,600.00
MISS MARY'S PRESCHOOL FHDC	0100053221	Center-based	10	$	48,600.00
MISSISSIPPI CO. AR ECONOMIC OPPORTUNITY	0600002076	Center-based	316	$	1,535,760.00
MISSISSIPPI CO. AR ECONOMIC OPPORTUNITY	0600002076	Home Visiting	36	$	63,000.00
MONTICELLO SCHOOL DISTRICT	0000200438	Center-based	40	$	194,400.00
MOTHER GOOSE	0100047637	Center-based	18	$	87,480.00
MOTHER'S TOUCH DAY CARE FHDC	0100053989	Center-based	16	$	77,760.00
MOUNTAIN VIEW SCHOOL DISTRICT	0000200449	Center-based	50	$	243,000.00
MOUNTAINBURG SCHOOL DISTRICT	0000200450	Center-based	40	$	194,400.00
MRS. KIM'S FHDC	0100055013	Center-based	10	$	48,600.00
MRS. MELISSA'S PRESCHOOL FHDC	0100043000	Center-based	10	$	48,600.00
MRS. SHA'S FHDC	0100046012	Center-based	10	$	48,600.00
MS. CHRISTI'S FHDC	0100044965	Center-based	10	$	48,600.00
MT. VERNON - ENOLA SCHOOL DISTRICT	0000200441	Center-based	20	$	97,200.00
MY FIRST SCHOOL JACKSONVILLE INC.	0100168143	Center-based	24	$	116,640.00
NEMO VISTA SCHOOL DISTRICT	0000200466	Center-based	20	$	97,200.00
NETTLETON SCHOOL DISTRICT	0000200468	Center-based	90	$	437,400.00
NEWPORT SCHOOL DISTRICT	0000200473	Center-based	102	$	495,720.00
NOAH'S ARK PRESCHOOL	0600002482	Center-based	40	$	194,400.00
NORTH LITTLE ROCK SCHOOL DISTRICT	0000200457	Center-based	564	$	2,741,040.00
NORTHCENTRAL ARKANSAS DEVELOPMENT COUNCIL	0600002418	Center-based	30	$	145,800.00
NORTHEAST AR EDUCATION COOPERATIVE	0000200753	Center-based	252	$	1,224,720.00
NORTHEAST AR EDUCATION COOPERATIVE HIPPY	0000200753	Home Visiting	165	$	288,750.00
OMAHA SCHOOL DISTRICT	0000200478	Center-based	40	$	194,400.00
OPEN ARMS LEARNING CENTER	0600002481	Center-based	20	$	97,200.00
OSCEOLA SCHOOL DISTRICT	0000200479	Center-based	40	$	194,400.00
OUACHITA INDUSTRIES, INC.	0600002506	Center-based	20	$	97,200.00
OUACHITA PRESCHOOL CHILDCARE CENTER	0000200486	Center-based	20	$	97,200.00
OUR COOPERATIVE CB	0000200756	Center-based	353	$	1,715,580.00
OUR COOPERATIVE HIPPY	0000200756	Home Visiting	275	$	481,250.00

OZARK GUIDANCE CENTER	0600002525	Center-based	16	$	77,760.00
OZARK SCHOOL DISTRICT	0000200488	Center-based	20	$	97,200.00
PALESTINE - WHEATLEY SCHOOL DISTRICT	0000200491	Center-based	30	$	145,800.00
PAM SHAW DBA LITTLE LEAPS	0100157660	Center-based	40	$	194,400.00
PANGBURN SCHOOL DISTRICT	0000200493	Center-based	27	$	131,220.00
PARAGOULD SCHOOL DISTRICT	0000200497	Center-based	126	$	612,360.00
PARIS SCHOOL DISTRICT	0000200502	Center-based	63	$	306,180.00
PHYLLIS MOBLEY DBA P-NUTS PLAYHOUSE FHDC	0100040809	Center-based	5	$	24,300.00
PINE BLUFF SCHOOL DISTRICT	0000200511	Center-based	80	$	388,800.00
PLAY SCHOOL DAY CARE CENTER, INC.	0600002604	Center-based	125	$	607,500.00
POCAHONTAS SCHOOL DISTRICT	0000200514	Center-based	40	$	194,400.00
PRESCOTT/NEVADA COUNTY SPECIAL SVS, INC.	0600002620	Center-based	28	$	136,080.00
PRISM EDUCATION CENTER	0600002632	Center-based	10	$	48,600.00
PULASKI CO. SPECIAL SCHOOL DISTRICT	0000200549	Center-based	700	$	3,402,000.00
PULASKI CO. SPECIAL SCHOOL DISTRICT HIPPY	0000200549	Home Visiting	135	$	236,250.00
QUALITY CHILD CARE	0100051447	Center-based	80	$	388,800.00
RAINBOW OF CHALLENGES, INC./SCHOOL OF HOPE	0600002680	Center-based	60	$	291,600.00
RIVERVIEW KENSETT SCHOOL DISTRICT	0000200558	Center-based	40	$	194,400.00
ROGERS SCHOOL DISTRICT CB	0000200570	Center-based	280	$	1,360,800.00
ROGERS SCHOOL DISTRICT HIPPY	0000200570	Home Visiting	84	$	147,000.00
ROSE BUD SCHOOL DISTRICT	0000200574	Center-based	18	$	87,480.00
ROSIE & JACKIE'S	0100093658	Center-based	100	$	486,000.00
RURAL EDUCATIONAL HERITAGE	0600004096	Center-based	20	$	97,200.00
RUSSELLVILLE SCHOOL DISTRICT	0000200577	Center-based	134	$	651,240.00
SANDRA MCNAUGHTON/HUGS N TUGS FHDC	0100182022	Center-based	13	$	63,180.00
SANDY'S DAYCARE	0600002778	Center-based	18	$	87,480.00
SCHOLASTIC ACADEMY	0100117988	Center-based	60	$	291,600.00
SEACBEC/WARREN ABC	0000200678	Center-based	120	$	583,200.00
SEARCY CO. SCHOOL DISTRICT	0000200582	Center-based	40	$	194,400.00
SHERIDAN SCHOOL DISTRICT	0000200586	Center-based	80	$	388,800.00
SHIRLEY J. POST DBA GRANDMA'S CHILD CARE FHDC	0100097035	Center-based	15	$	72,900.00
SILOAM SPRINGS SCHOOL DISTRICT	0000200595	Center-based	140	$	680,400.00
SMACKOVER SCHOOL DISTRICT	0000200597	Center-based	60	$	291,600.00
SMALL FRY PRESCHOOL FHDC	0100130584	Center-based	6	$	29,160.00

SMALL WORLD PRESCHOOL	0600002845	Center-based	80	$	388,800.00
SOUTH AR DEV CENTER FOR CHILDREN/FAM	0600002876	Center-based	40	$	194,400.00
SOUTH CENTRAL SERVICE COOPERATIVE	0000200757	Center-based	217	$	1,054,620.00
SOUTH CONWAY CO./MORRILTON	0000200603	Center-based	80	$	388,800.00
SOUTH MISSISSIPPI COUNTY SCHOOL DISTRICT	0000200604	Center-based	38	$	184,680.00
SOUTH SIDE SCHOOL DISTRICT BEE BRANCH	0000200608	Center-based	20	$	97,200.00
SOUTHEAST AR EDUCATION COOPERATIVE HIPPY	0000200758	Home Visiting	560	$	980,000.00
SOUTHSIDE CHURCH OF PRESCOTT	0100155246	Center-based	20	$	97,200.00
SOUTHSIDE SCHOOL DISTRICT CB	0000200609	Center-based	88	$	427,680.00
SOUTHSIDE SCHOOL DISTRICT HIPPY	0000200609	Home Visiting	85	$	148,750.00
SOUTHWEST AR. EDUCATION COOPERATIVE HIPPY	0000200759	Home Visiting	139	$	243,250.00
SPRINGDALE SCHOOL DISTRICT	0000200632	Center-based	646	$	3,139,560.00
STAR CITY SCHOOL DISTRICT	0000200635	Center-based	70	$	340,200.00
STEPPING STONE	0600003016	Center-based	20	$	97,200.00
STRAIGHTWAY PRESCHOOL ACADEMY	0600003019	Center-based	20	$	97,200.00
STUTTGART SCHOOL DISTRICT/PARK AVENUE	0000200639	Center-based	43	$	208,980.00
SUNSHINE SCHOOL & DEVELOPMENT CENTER	0600000650	Center-based	30	$	145,800.00
SUNSHINE SCHOOL & DEVELOPMENT CENTER PAT	0600000650	Home Visiting	27	$	47,250.00
SW ARKANSAS COMMUNITY DEVELOPMENT	0600002930	Center-based	30	$	145,800.00
SW ARKANSAS DEVELOPMENT COUNCIL HIPPY	0600002934	Home Visiting	56	$	98,000.00
TENDER LOVING CARE EARLY LEARNING CENTER	0100125162	Center-based	80	$	388,800.00
TEXARKANA ARANSAS SCHOOL DISTRICT # 7	0000200645	Center-based	162	$	787,320.00
TOUCHED BY AN ANGEL	0600003166	Center-based	20	$	97,200.00
TRUMANN SCHOOL DISTRICT	0000200649	Center-based	80	$	388,800.00
TWO RIVERS SCHOOL DISTRICT	0000200655	Center-based	78	$	379,080.00
U OF A COMMUNITY COLLEGE AT MORRILTON	9906890001	Center-based	10	$	48,600.00
UNIVERSITY OF ARKANSAS AT PINE BLUFF	9901600011	Center-based	29	$	140,940.00
VALLEY VIEW SCHOOL DISTRICT	0000200659	Center-based	60	$	291,600.00
VAN BUREN SCHOOL DISTRICT	0000200662	Center-based	80	$	388,800.00
VILONIA SD	0000200669	Center-based	90	$	437,400.00
WALDRON SCHOOL DISTRICT	0000200673	Center-based	107	$	520,020.00
WEST MEMPHIS SCHOOL DISTRICT	0000200696	Center-based	90	$	437,400.00
WEST MEMPHIS SCHOOL DISTRICT HIPPY	0000200696	Home Visiting	150	$	262,500.00
WEST SIDE CONSOLIDATED SCHOOL DISTRICT	0000200701	Center-based	35	$	170,100.00

WEST SIDE SD @ GREERS FERRY HIPPY	0000200698	Home Visiting	27	$	47,250.00
WESTERN ARKANSAS CHILD DEVELOPMENT CB	0600003401	Center-based	316	$	1,535,760.00
WESTERN ARKANSAS CHILD DEVELOPMENT HIPPY	0600003401	Home Visiting	83	$	145,250.00
WESTERN YELL CO. SCHOOL DISTRICT	0000200699	Center-based	30	$	145,800.00
WESTSIDE SCHOOL DISTRICT/HARTMAN	0000200702	Center-based	20	$	97,200.00
WHITE CO. CENTRAL SCHOOL DISTRICT	0000200704	Center-based	40	$	194,400.00
WHITE RIVER PRESCHOOL	0600003448	Center-based	20	$	97,200.00
WILBUR MILLS ED SERV COOP HIPPY	0000200761	Home Visiting	791	$	1,384,250.00
WONDERVIEW SCHOOL DISTRICT	0000200707	Center-based	20	$	97,200.00
WYNNE COMMUNITY ENLIGHTENMENT	0600003500	Center-based	45	$	218,700.00
				$	101,190,770.00

2014-2015 ABC Professional Service Grants

Agency	FY15 Vendor Numbers	Description	Amount	If 1099 Reportable, Enter "T"
Arkansas Children's Hospital	0600000308	Monitoring/Technical Assistance	$ 459,000.00	
Arkansas State University Childhood Services	9901250001	Professional Development	$ 311,228.00	
Arkansas State University Childhood Services	9901250001	ERS Assessment & TA	$ 894,465.00	
Arkansas State University Childhood Services	9901250001	Professional Development	$ 475,742.00	
Arkansas State University Childhood Services	9901250001	Professional Development	$ 346,677.00	
Arkansas State University Childhood Services	9901250001	Professional Development	$ 151,548.00	
Arkansas State University Childhood Services	9901250001	Work Sampling Assessment & TA	$ 855,000.00	
Dawson Education COOP	0000200752	Professional Development	$ 356,250.00	
UA Cooperative Extension	9901350028	Professional Development	$ 237,500.00	
UAMS Family & Prev Med	9901500075	Professional Development	$ 130,000.00	
UAMS Family & Prev Med-Mental Health	9901500075	Professional Development	$ 200,000.00	
UAMS Healthy Hearts	9901500137	Professional Development	$ 50,000.00	
UAMS Pediatrics	9901500063	Professional Development	$ 87,500.00	
UAMS Psychiatry	9901500075	Professional Development	$ 340,000.00	
U of AR Welcome The Children	9901350042	Professional Development	$ 137,500.00	
University of Arkansas Sponsored Programs	9901350042	Professional Development	$ 1,832,234.00	
White River Planning & Dev District	0600003447	Professional Development	$ 57,750.00	

University of Central Arkansas (AR Research Center)	9901650012	Longitudinal Study/Reseach	$ 327,000.00	
			$ 7,249,394.00	

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
10	Pulaski	Academics Plus Charter	6040700				X				
10	Pulaski	Academics Plus Charter	6040702	Academics+ Middle Sch				X	A		
10	Pulaski	Academics Plus Charter	6040703	Academics+ HS				X	A		
7	Crawford	Alma	1701000		X						
7	Crawford	Alma	1701001	Alma Intermediate		X			A		
7	Crawford	Alma	1701002	Alma HS		X			A		
7	Crawford	Alma	1701003	Alma Middle School		X				C	
7	Crawford	Alma	1701004	Alma Primary School		X			A		
2	Boone	Alpena	501000		X						
2	Boone	Alpena	501001	Alpena Elem		X			A		
2	Boone	Alpena	501002	Alpena HS		X			A		
10	Pulaski	Ar Virtual Charter	6043700				X				
10	Pulaski	Ar Virtual Charter	6043701	Arkansas Virtual Academy				X	A		
10	Pulaski	Ar Virtual Charter	6043702	Arkansas Virtual Academy Jr				X	A		
10	Pulaski	Ark Sch for Blind	6091000		X						
10	Pulaski	Ark Sch for Blind	6091001	Ark. School for the Blind Elem		X				C	
10	Pulaski	Ark Sch for Blind	6091002	Ark. School for the Blind HS		X				C	
10	Pulaski	Ark Sch for Deaf	6092000		X						
10	Pulaski	Ark Sch for Deaf	6092001	Ark. School for the Deaf Elem		X				C	
10	Pulaski	Ark Sch for Deaf	6092002	Ark. School for the Deaf HS		X				C	
9	Clark	Arkadelphia	1002000		X						
9	Clark	Arkadelphia	1002006	Central Elem		X			A		
9	Clark	Arkadelphia	1002007	L. Perritt Elem		X			A		
9	Clark	Arkadelphia	1002008	Peake Elem		X			A		
9	Clark	Arkadelphia	1002009	Goza MS		X			A		
9	Clark	Arkadelphia	1002010	Arkadelphia HS		X					P
3	Mississippi	Armorel	4701000		X						
3	Mississippi	Armorel	4701001	Armorel Elem		X			A		
3	Mississippi	Armorel	4701002	Armorel HS		X			A		
6	Little River	Ashdown	4101000		X						
6	Little River	Ashdown	4101001	L. F. Henderson Interm		X				C	
6	Little River	Ashdown	4101002	C. D. Franks Elem Sch		X				C	
6	Little River	Ashdown	4101003	Ashdown Junior HS		X				C	
6	Little River	Ashdown	4101004	Ashdown HS		X				C	
6	Little River	Ashdown	4101005	Margaret Daniels Primary		X			A		
8	Pope	Atkins	5801000		X						
8	Pope	Atkins	5801001	Atkins Elem Sch		X			A		
8	Pope	Atkins	5801002	Atkins HS		X			A		
8	Pope	Atkins	5801003	Atkins Middle Sch		X			A		
4	Woodruff	Augusta	7401000		X						
4	Woodruff	Augusta	7401001	Augusta Elem.		X			A		
4	Woodruff	Augusta	7401003	Augusta High		X			A		

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Woodruff	Augusta	7401007	Cotton Plant Elem.		X			A		
4	White	Bald Knob	7301000		X						
4	White	Bald Knob	7301001	H.L. Lubker Elem		X				C	
4	White	Bald Knob	7301003	Bald Knob HS		X			A		
4	White	Bald Knob	7301004	Bald Knob Middle Sch		X			A		
5	Phillips	Barton-Lexa	5401000		X						
5	Phillips	Barton-Lexa	5401002	Barton-Lexa Elem Sch		X			A		
5	Phillips	Barton-Lexa	5401003	Barton-Lexa HS		X			A		
2	Independence	Batesville	3201000		X						
2	Independence	Batesville	3201001	Central Elem Sch		X			A		
2	Independence	Batesville	3201003	West Elem Sch		X			A		
2	Independence	Batesville	3201004	Batesville Junior HS		X				C	
2	Independence	Batesville	3201005	Batesville HS		X			A		
2	Independence	Batesville	3201009	Eagle Mountain Elem.		X			A		
2	Independence	Batesville	3201042	Sulphur Rock Elementary		X			A		
9	Saline	Bauxite	6301000		X						
9	Saline	Bauxite	6301001	Pine Haven Elementary		X			A		
9	Saline	Bauxite	6301002	Bauxite High		X			A		
9	Saline	Bauxite	6301003	Bauxite Middle		X				C	
9	Saline	Bauxite	6301703	Miner Academy (ALE)				X	A		
3	Craighead	Bay	1601000		X						
3	Craighead	Bay	1601001	Bay Elem		X			A		
3	Craighead	Bay	1601002	Bay HS		X			A		
6	Ouachita	Bearden	5201000		X						
6	Ouachita	Bearden	5201001	Bearden Elem		X			A		
6	Ouachita	Bearden	5201002	Bearden HS		X				C	
4	White	Beebe	7302000		X						
4	White	Beebe	7302008	Beebe Elem		X			A		
4	White	Beebe	7302009	Beebe Junior High Sch		X			A		
4	White	Beebe	7302010	Beebe HS		X			A		
4	White	Beebe	7302011	Beebe Middle Sch		X				C	
4	White	Beebe	7302013	Badger Elem		X			A		
4	White	Beebe	7302014	Beebe Early Childhood		X			A		
4	White	Beebe	7302703	Badger Academy		X			A		
9	Saline	Benton	6302000		X						
9	Saline	Benton	6302006	Caldwell Elementary		X			A		
9	Saline	Benton	6302007	Angie Grant Elementary		X			A		
9	Saline	Benton	6302008	Perrin Elementary		X			A		
9	Saline	Benton	6302009	Ringgold Elementary		X			A		
9	Saline	Benton	6302010	Benton Junior High		X			A		
9	Saline	Benton	6302011	Benton Middle Sch		X			A		
9	Saline	Benton	6302012	Benton HS		X			A		
1	Benton	Benton Co S/A	440700				X				

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
1	Benton	Benton Co S/A	440701	Benton Co. School of Arts K-8				X	A		
1	Benton	Benton Co S/A	440703	Benton Co. S of Arts HS				X	A		
1	Benton	Bentonville	401000		X						
1	Benton	Bentonville	401001	T Jefferson Elem		X			A		
1	Benton	Bentonville	401002	Washington JRHS		X			A		
1	Benton	Bentonville	401003	Bentonville HS		X				C	
1	Benton	Bentonville	401004	R. E. Baker Elem		X				C	
1	Benton	Bentonville	401005	Old High MS		X				C	
1	Benton	Bentonville	401006	Sugar Creek Elem		X				C	
1	Benton	Bentonville	401007	Apple Glen Elem		X				C	
1	Benton	Bentonville	401008	Ardis Ann MS		X				C	
1	Benton	Bentonville	401009	Elm Tree Elem		X				C	
1	Benton	Bentonville	401010	Lincoln JRHS		X				C	
1	Benton	Bentonville	401011	M. M. Jones Elem		X			A		
1	Benton	Bentonville	401012	Central Park @ Morningstar		X				C	
1	Benton	Bentonville	401013	Ruth Hale Barker MS		X				C	
1	Benton	Bentonville	401014	Centerton-Gamble Elem		X			A		
1	Benton	Bentonville	401015	Cooper Elem		X			A		
1	Benton	Bentonville	401016	Willowbrook Elem		X				C	
1	Benton	Bentonville	401017	Bright Field MS		X				C	
1	Benton	Bentonville	401018	Fulbright JRHS		X			A		
2	Boone	Bergman	502000		X						
2	Boone	Bergman	502006	Bergman Elem Sch		X				C	
2	Boone	Bergman	502007	Bergman HS		X				C	
2	Boone	Bergman	502008	Bergman MS		X			A		
2	Carroll	Berryville	801000		X						
2	Carroll	Berryville	801001	Berryville Elem Sch		X			A		
2	Carroll	Berryville	801002	Berryville HS		X			A		
2	Carroll	Berryville	801003	Berryville Middle Sch		X			A		
2	Carroll	Berryville	801004	Berryville Interm Sch		X				C	
9	Hot Spring	Bismarck	3001000		X						
9	Hot Spring	Bismarck	3001001	Bismarck Elem Sch		X			A		
9	Hot Spring	Bismarck	3001002	Bismarck Middle Sch		X			A		
9	Hot Spring	Bismarck	3001003	Bismarck HS		X			A		
6	Hempstead	Blevins	2901000		X						
6	Hempstead	Blevins	2901001	Blevins Elem Sch		X			A		
6	Hempstead	Blevins	2901002	Blevins HS		X			A		
3	Mississippi	Blytheville	4702000		X						
3	Mississippi	Blytheville	4702006	Blytheville Elem		X				C	
3	Mississippi	Blytheville	4702008	Blytheville Primary		X				C	
3	Mississippi	Blytheville	4702012	Blytheville MS		X				C	
3	Mississippi	Blytheville	4702706	Blytheville NewTech Chtr		X				C	
7	Logan	Booneville	4201000		X						

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
7	Logan	Booneville	4201001	Booneville Elementary		X				C	
7	Logan	Booneville	4201002	Booneville High		X			A		
7	Logan	Booneville	4201003	Booneville Jr. High		X			A		
4	White	Bradford	7303000		X						
4	White	Bradford	7303014	Bradford Elem		X			A		
4	White	Bradford	7303015	Bradford HS		X			A		
6	LaFayette	Bradley	1408006	Bradley Elem		X				C	
6	LaFayette	Bradley	1408007	Bradley HS		X				C	
5	Monroe	Brinkley	4801000		X						
5	Monroe	Brinkley	4801001	C.B. Partee Elem.		X			A		
5	Monroe	Brinkley	4801003	Brinkley HS		X				C	
3	Craighead	Brookland	1603000		X						
3	Craighead	Brookland	1603006	Brookland Elem		X			A		
3	Craighead	Brookland	1603007	Brookland HS		X			A		
3	Craighead	Brookland	1603009	Brookland MS		X			A		
3	Craighead	Brookland	1603010	Brookland JH		X			A		
9	Saline	Bryant	6030029	Hurricane Creek Elem		X			A		
9	Saline	Bryant	6303000		X						
9	Saline	Bryant	6303018	Hill Farm Elem		X			A		
9	Saline	Bryant	6303020	Bryant Elementary		X				C	
9	Saline	Bryant	6303022	Bryant HS		X				C	
9	Saline	Bryant	6303023	Salem Elementary		X				C	
9	Saline	Bryant	6303024	Robert L. Davis Elem		X				C	
9	Saline	Bryant	6303025	Springhill Elementary		X			A		
9	Saline	Bryant	6303026	Bryant Middle		X			A		
9	Saline	Bryant	6303027	Collegeville Elementary		X			A		
9	Saline	Bryant	6303028	Bethel MS		X			A		
9	Saline	Bryant	6303036	Paron Elementary		X			A		
3	Craighead	Buffalo Island	1605063	Buffalo Island Central High		X			A		
3	Craighead	Buffalo Island	1605000		X						
3	Craighead	Buffalo Island	1605060	Buffalo Island Central West Elem		X			A		
3	Craighead	Buffalo Island	1605061	Buffalo Island East Elem		X			A		
3	Craighead	Buffalo Island	1605062	Buffalo Island Central JHS		X				C	
4	Lonoke	Cabot	4304000		X						
4	Lonoke	Cabot	4304001	Eastside Elem		X			A		
4	Lonoke	Cabot	4304002	Central Elem		X			A		
4	Lonoke	Cabot	4304004	Cabot Jr. High South		X			A		
4	Lonoke	Cabot	4304005	Cabot High		X				C	
4	Lonoke	Cabot	4304006	Westside Elem		X			A		
4	Lonoke	Cabot	4304007	Southside Elem		X			A		
4	Lonoke	Cabot	4304008	Northside Elem		X			A		
4	Lonoke	Cabot	4304009	Ward Central		X			A		

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Lonoke	Cabot	4304010	Middle Sch South		X				C	
4	Lonoke	Cabot	4304011	Cabot Jr. High North		X			A		
4	Lonoke	Cabot	4304012	Middle Sch North		X				C	
4	Lonoke	Cabot	4304013	Magness Creek Elem		X			A		
4	Lonoke	Cabot	4304014	Stagecoach Elem		X			A		
4	Lonoke	Cabot	4304015	Mountain Springs Elem		X			A		
4	Lonoke	Cabot	4304016	Cabot Learning Academy		X			A		
4	Lonoke	Cabot	4304703	Academic Center		X			A		
9	Montgomery	Caddo Hills	4901000		X						
9	Montgomery	Caddo Hills	4901001	Caddo Hills Elem Sch		X			A		
9	Montgomery	Caddo Hills	4901003	Caddo Hills HS		X			A		
2	Izard	Calico Rock	3301000		X						
2	Izard	Calico Rock	3301001	Calico Rock Elem Sch		X			A		
2	Izard	Calico Rock	3301002	Calico Rock HS		X			A		
6	Ouachita	Camden Fairview	5204000		X					C	
6	Ouachita	Camden Fairview	5204021	Fairview Elem		X			A		
6	Ouachita	Camden Fairview	5204023	Camden Fairveiw HS		X			A		
6	Ouachita	Camden Fairview	5204025	Ivory Primary		X			A		
6	Ouachita	Camden Fairview	5204026	Camden Fairview Int		X			A		
6	Ouachita	Camden Fairview	5204028	Camden Fairview MS		X				C	
4	Lonoke	Carlisle	4303000		X						
4	Lonoke	Carlisle	4303012	Carlisle Elem		X				C	
4	Lonoke	Carlisle	4303013	Carlisle High		X			A		
3	Sharp	Cave City	6802000		X						
3	Sharp	Cave City	6802001	Cave City Elem Sch		X			A		
3	Sharp	Cave City	6802002	Cave City HS		X			A		
3	Sharp	Cave City	6802005	Evening Shade Elem. Sch		X			A		
3	Sharp	Cave City	6802007	CaveCity Middle sch		X				C	
3	Sharp	Cave City	6802008	Cave City Intermediate		X				C	
2	Independence	Cedar Ridge	3212000		X						
2	Independence	Cedar Ridge	3212010	Cord-Charlotte Elem Sch		X			A		
2	Independence	Cedar Ridge	3212026	Newark Elem Sch		X			A		
2	Independence	Cedar Ridge	3212027	Cedar Ridge HS		X			A		
7	Crawford	Cedarville	1702000		X						
7	Crawford	Cedarville	1702008	Cedarville Elementary		X			A		
7	Crawford	Cedarville	1702009	Cedarville High School		X				C	
7	Crawford	Cedarville	1702010	Cedarville Middle School		X			A		
9	Pike	Centerpoint	5502000		X						
9	Pike	Centerpoint	5502006	Centerpoint Primary Sch		X			A		
9	Pike	Centerpoint	5502008	Centerpoint Intermediate Sch		X			A		
9	Pike	Centerpoint	5502010	Centerpoint HS		X			A		
7	Franklin	Charleston	2402000		X						
7	Franklin	Charleston	2402006	Charleston Elementary		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
7	Franklin	Charleston	2402007	Charleston High		X			A		
5	Monroe	Clarendon	4802000		X						
5	Monroe	Clarendon	4802008	Clarendon Elem.		X				C	
5	Monroe	Clarendon	4802010	Clarendon HS		X			A		
7	Johnson	Clarksville	3601000		X						
7	Johnson	Clarksville	3601001	Pyron Elementary		X			A		
7	Johnson	Clarksville	3601002	Kraus Middle School		X			A		
7	Johnson	Clarksville	3601003	Clarksville Primary		X			A		
7	Johnson	Clarksville	3601004	Clarksville Jr. High		X			A		
7	Johnson	Clarksville	3601005	Clarksville High		X			A		
5	Cleveland	Cleveland Co	1305000		X						
5	Cleveland	Cleveland Co	1305001	Kingsland Elem		X				C	
5	Cleveland	Cleveland Co	1305009	Rison Elem		X				C	
5	Cleveland	Cleveland Co	1305010	Rison HS		X					YR 2
8	Van Buren	Clinton	7102000		X						
8	Van Buren	Clinton	7102005	Cowsert Elem Sch		X				C	
8	Van Buren	Clinton	7102006	Clinton HS		X				C	
8	Van Buren	Clinton	7102007	Clinton Intermediate Sch		X				C	
8	Van Buren	Clinton	7102008	Clinton Jr. HS		X				C	
8	Cleburne	Concord	1201000		X						
8	Cleburne	Concord	1201001	Concord Elem Sch		X			A		
8	Cleburne	Concord	1201002	Concord HS		X			A		
8	Faulkner	Conway	2301000		X						
8	Faulkner	Conway	2301001	Ida Burns Elementary		X			A		
8	Faulkner	Conway	2301003	Ellen Smith Elementary		X			A		
8	Faulkner	Conway	2301004	Carl Stuart Middle Sch		X			A		
8	Faulkner	Conway	2301006	Conway HS		X			A		
8	Faulkner	Conway	2301008	Julia Lee Moore Elem		X			A		
8	Faulkner	Conway	2301009	Florence Mattison Elem		X			A		
8	Faulkner	Conway	2301010	Marguerite Vann Elem		X			A		
8	Faulkner	Conway	2301011	Jim Stone Elem		X			A		
8	Faulkner	Conway	2301012	Theodore Jones Elem		X			A		
8	Faulkner	Conway	2301013	Bob Courtway Middle		X			A		
8	Faulkner	Conway	2301016	Ruth Doyle Interm		X			A		
8	Faulkner	Conway	2301017	Ray & Phyllis Simon Interm		X			A		
8	Faulkner	Conway	2301018	Woodrow Cummins Ele		X			A		
8	Faulkner	Conway	2301019	C. Lewis Elem.		X			A		
8	Faulkner	Conway	2301020	Conway JRHS		X			A		
3	Clay	Corning	1101000		X						
3	Clay	Corning	1101004	Corning HS		X			A		
3	Clay	Corning	1101005	Central Elementary		X			A		
3	Clay	Corning	1101006	Park Elementary		X			A		
7	Polk	Cossatot River	5707000		X						
7	Polk	Cossatot River	5707016	Umpire Elem Sch		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
7	Polk	Cossatot River	5707017	Umpire HS		X			A		
7	Polk	Cossatot River	5707019	Van Cove Elem Sch		X			A		
7	Polk	Cossatot River	5707021	Wickes Elem Sch		X			A		
7	Polk	Cossatot River	5707023	Cossatot River HS		X			A		
2	Baxter	Cotter	302000		X						
2	Baxter	Cotter	302006	Amanda Gist Elem Sch		X				C	
2	Baxter	Cotter	302007	Cotter HS		X				C	
7	Franklin	County Line	2403000		X						
7	Franklin	County Line	2403011	County Line Elementary		X				C	
7	Franklin	County Line	2403012	County Line High		X			A		
10	Pulaski	Covenant Keepers Charter	6044700				X				
10	Pulaski	Covenant Keepers Charter	6044702	Covenant Keepers MS (6-8)				X	A		
4	Cross	Cross County	1901000		X						
4	Cross	Cross County	1901701	Cross Co. Ele Tech Acd.				X	A		
4	Cross	Cross County	1901703	Cross County High New Tech				X			P
5	Ashley	Crossett	201000		X						
5	Ashley	Crossett	201001	Crossett Elem Sch		X				C	
5	Ashley	Crossett	201006	Crossett HS		X				C	
5	Ashley	Crossett	201008	Crossett MS		X				C	
9	Garland	Cutter-Morning Star	2601000		X						
9	Garland	Cutter-Morning Star	2601001	Cutter-Morning Star Elem.		X			A		
9	Garland	Cutter-Morning Star	2601002	Cutter-Morning Star High		X					P
8	Yell	Danville	7503000		X						
8	Yell	Danville	7503005	S. C. Tucker Elementary		X			A		
8	Yell	Danville	7503006	Danville High		X				C	
8	Yell	Danville	7503007	Danville Middle School		X				C	
8	Yell	Dardanelle	7504000		X						
8	Yell	Dardanelle	7504009	Dardanelle Elementary		X				C	
8	Yell	Dardanelle	7504010	Dardanelle Middle Sch		X			A		
8	Yell	Dardanelle	7504011	Dardanelle HS		X			A		
8	Yell	Dardanelle	7504013	Dardanelle Primary Sch		X			A		
1	Benton	Decatur	402000		X						
1	Benton	Decatur	402008	Decatur Elem		X				C	
1	Benton	Decatur	402009	Decatur HS		X				C	
2	Newton	Deer/Mt. Judea	5106000		X						
2	Newton	Deer/Mt. Judea	5106001	Deer Elementary		X			A		
2	Newton	Deer/Mt. Judea	5106002	Deer HS		X			A		
2	Newton	Deer/Mt. Judea	5106009	Mt. Judea Elem Sch		X			A		
2	Newton	Deer/Mt. Judea	5106010	Mt. Judea HS		X			A		
6	Sevier	DeQueen	6701000		X						
6	Sevier	DeQueen	6701001	Dequeen Elem Sch		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
6	Sevier	DeQueen	6701002	DeQueen Primary Sch		X			A		
6	Sevier	DeQueen	6701003	DeQueen HS		X			A		
6	Sevier	DeQueen	6701004	DeQueen Middle Sch		X			A		
6	Sevier	DeQueen	6701005	DeQueen Junior HS		X			A		
6	Sevier	DeQueen	6701016	Lockesburg Ele		X			A		
5	Chicot	Dermott	901000		X						
5	Chicot	Dermott	901001	Dermott Elem Sch		X			A		
5	Chicot	Dermott	901003	Dermott HS		X					P
5	Prairie	Des Arc	5901000		X						
5	Prairie	Des Arc	5901001	Des Arc Elem.		X				C	
5	Prairie	Des Arc	5901002	Des Arc High		X				C	
5	Arkansas	DeWitt	101000		X						
5	Arkansas	DeWitt	101001	DeWitt Elem Sch		X				C	
5	Arkansas	DeWitt	101003	DeWitt Middle Sch		X				C	
5	Arkansas	DeWitt	101004	DeWitt HS		X			A		
5	Arkansas	DeWitt	101008	Gillett Elem Sch		X			A		
9	Howard	Dierks	3102000		X						
9	Howard	Dierks	3102001	JoAnn Walters Elem Sch		X				C	
9	Howard	Dierks	3102002	Dierks HS		X				C	
5	Jefferson	Dollarway	3502000		X						
5	Jefferson	Dollarway	3502006	Matthews Elem Sch		X			A		
5	Jefferson	Dollarway	3502009	R.F. Moorehead MS		X			A		
5	Jefferson	Dollarway	3502010	Dollarway HS		X			A		
5	Jefferson	Dollarway	3502011	Townsend Park Elem Sch		X			A		
8	Pope	Dover	5802000		X						
8	Pope	Dover	5802006	Dover HS		X			A		
8	Pope	Dover	5802008	Dover Middle Sch		X			A		
8	Pope	Dover	5802009	Dover Elem School		X			A		
5	Drew	Drew Central	2202000		X					C	
5	Drew	Drew Central	2202004	Drew Central Elem Sch		X			A		
5	Drew	Drew Central	2202005	Drew Central HS		X					P
5	Drew	Drew Central	2202007	Drew Central MS		X				C	
5	Desha	Dumas	2104000		X					C	
5	Desha	Dumas	2104017	Central Elem Sch		X			A		
5	Desha	Dumas	2104020	Dumas Junior HS		X			A		
5	Desha	Dumas	2104021	Dumas HS		X			A		
5	Desha	Dumas	2104024	Reed Elem Sch		X				C	
6	Pulaski	DYS	6094000		X					C	
6	Pulaski	DYS	6094001	Alexander YSC		X				C	
6	Pulaski	DYS	6094002	Dermott YSC		X			PA		
6	Pulaski	DYS	6094004	Lewisville YSC		X			PA		
6	Pulaski	DYS	6094005	Mansfield YSC		X			PA		
6	Pulaski	DYS	6094006	Harrisburg YSC		X			PA		
6	Pulaski	DYS	6094007	Colt YSC		X			PA		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Crittenden	Earle	1802000		X						
4	Crittenden	Earle	1802005	Earle Elem		X			A		
4	Crittenden	Earle	1802007	Earle High		X				C	
8	Perry	East End	5301000		X						
8	Perry	East End	5301001	Anne Watson Elem		X			A		
8	Perry	East End	5301002	Bigelow HS		X			A		
4	Poinsett	East Poinsett Co	5608000		X						
4	Poinsett	East Poinsett Co	5608034	Lepanto Elem Sch		X				C	
4	Poinsett	East Poinsett Co	5608035	Tyronza Elem Sch		X			A		
4	Poinsett	East Poinsett Co	5608037	East Poinsett Co. HS		X				C	
6	Union	El Dorado	7001000		X						
6	Union	El Dorado	7001001	Hugh Goodwin Elem		X			A		
6	Union	El Dorado	7001004	Northwest Elem		X				C	
6	Union	El Dorado	7001005	Retta Brown Elem		X			A		
6	Union	El Dorado	7001009	Yocum Elem		X			A		
6	Union	El Dorado	7001010	Barton JHS		X			A		
6	Union	El Dorado	7001011	Washington MS		X			A		
6	Union	El Dorado	7001012	El Dorado HS		X				C	
1	Washington	Elkins	7201000		X						
1	Washington	Elkins	7201001	Elkins Elem		X				C	
1	Washington	Elkins	7201002	Elkins HS		X				C	
1	Washington	Elkins	7201003	Elkins MS		X				C	
1	Washington	Elkins	7201004	Elkins Primary		X			A		
6	Columbia	Emerson-Taylor	1408000		X						
6	Columbia	Emerson-Taylor	1408001	Emerson Elem		X			A		
6	Columbia	Emerson-Taylor	1408002	Emerson HS		X			A		
6	Columbia	Emerson-Taylor	1408018	Taylor Elem		X			A		
6	Columbia	Emerson-Taylor	1408019	Taylor HS		X			A		
4	Lonoke	England	4302000		X						
4	Lonoke	England	4302017	England Elem		X				C	
4	Lonoke	England	4302018	England High		X				C	
10	Pulaski	E-Stem Charter	6047700				X				
10	Pulaski	E-Stem Charter	6047701	E-Stem Elem				X	A		
10	Pulaski	E-Stem Charter	6047702	E-Stem MS				X	A		
10	Pulaski	E-Stem Charter	6047703	E-Stem HS				X	A		
2	Carroll	Eureka Springs	802000		X						
2	Carroll	Eureka Springs	802006	Eureka Springs Elem Sch		X			A		
2	Carroll	Eureka Springs	802007	Eureka Springs HS		X			A		
2	Carroll	Eureka Springs	802008	Eureka Springs Middle Sch		X			A		
1	Washington	Farmington	7202000		X						
1	Washington	Farmington	7202005	G. Ledbetter Interm.		X			A		
1	Washington	Farmington	7202006	Farmington HS		X			A		
1	Washington	Farmington	7202007	RG Lynch MS		X			A		
1	Washington	Farmington	7202008	JP Williams Elem		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
1	Washington	Farmington	7202009	B Folsom Elem		X			A		
1	Washington	Fayetteville	7203000		X					C	
1	Washington	Fayetteville	7203010	Asbell Elem		X			A		
1	Washington	Fayetteville	7203012	Butterfield Elem		X			A		
1	Washington	Fayetteville	7203013	Happy Hollow Elem		X			A		
1	Washington	Fayetteville	7203015	Leverett Elem		X			A		
1	Washington	Fayetteville	7203016	Root Elem		X				C	
1	Washington	Fayetteville	7203017	Washington Elem		X			A		
1	Washington	Fayetteville	7203018	Ramay JRHS		X				C	
1	Washington	Fayetteville	7203019	Woodland JRHS		X				C	
1	Washington	Fayetteville	7203020	Fayetteville HS East		X			A		
1	Washington	Fayetteville	7203022	Holcomb Elem		X			A		
1	Washington	Fayetteville	7203023	Vandergriff Elem		X				C	
1	Washington	Fayetteville	7203024	McNair Elem		X				C	
1	Washington	Fayetteville	7203025	Holt MS		X			A		
1	Washington	Fayetteville	7203027	Owl Creek Elem		X				C	
2	Marion	Flippin	4501000		X						
2	Marion	Flippin	4501001	Flippin Elem Sch		X				C	
2	Marion	Flippin	4501002	Flippin HS		X			A		
2	Marion	Flippin	4501003	Flippin Middle School		X				C	
6	Dallas	Fordyce	2002000		X						
6	Dallas	Fordyce	2002007	Fordyce HS		X			A		
6	Dallas	Fordyce	2002008	Fordyce Elem		X			A		
6	Little River	Foreman	4102000		X						
6	Little River	Foreman	4102008	Oscar Hamilton Elem Sch		X				C	
6	Little River	Foreman	4102010	Foreman HS		X				C	
4	Saint Francis	Forrest City	6201000		X						
4	Saint Francis	Forrest City	6201003	Central Elem		X			A		
4	Saint Francis	Forrest City	6201010	Forrest City Jr High		X			A		
4	Saint Francis	Forrest City	6201011	Forrest City HS		X			A		
4	Saint Francis	Forrest City	6201014	Stewart Elementary		X			A		
4	Saint Francis	Forrest City	6201702	Lincoln Acad of Excellence		X			A		
7	Sebastian	Fort Smith	6601000		X						
7	Sebastian	Fort Smith	6601001	Ballman Elementary		X			A		
7	Sebastian	Fort Smith	6601002	Barling Elementary		X			A		
7	Sebastian	Fort Smith	6601003	Beard Elementary		X			A		
7	Sebastian	Fort Smith	6601006	Bonneville Elementary		X			A		
7	Sebastian	Fort Smith	6601007	Carnall Elementary		X			A		
7	Sebastian	Fort Smith	6601008	Cavanaugh Elementary		X			A		
7	Sebastian	Fort Smith	6601010	Fairview Elementary		X			A		
7	Sebastian	Fort Smith	6601011	Howard Elementary		X			A		
7	Sebastian	Fort Smith	6601012	Raymond Orr Elementary		X			A		
7	Sebastian	Fort Smith	6601014	Albert Pike Elementary		X			A		
7	Sebastian	Fort Smith	6601016	Spradling Elementary		X					P

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
7	Sebastian	Fort Smith	6601017	Sunnymeade Elementary		X			A		
7	Sebastian	Fort Smith	6601018	Sutton Elementary		X			A		
7	Sebastian	Fort Smith	6601019	Trusty Elementary		X			A		
7	Sebastian	Fort Smith	6601020	L.A. Chaffin Junior High		X			A		
7	Sebastian	Fort Smith	6601021	William O. Darby Jr. High		X			A		
7	Sebastian	Fort Smith	6601022	Dora Kimmons Jr. High		X			A		
7	Sebastian	Fort Smith	6601023	Ramsey Junior High		X			A		
7	Sebastian	Fort Smith	6601024	Northside High School		X			A		
7	Sebastian	Fort Smith	6601025	Southside High School		X			A		
7	Sebastian	Fort Smith	6601029	John P. Woods Elem.		X			A		
7	Sebastian	Fort Smith	6601030	Harry Morrison Elem.		X			A		
7	Sebastian	Fort Smith	6601031	Elmer H. Cook Elem.		X			A		
7	Sebastian	Fort Smith	6601032	Tilles Elementary		X			A		
7	Sebastian	Fort Smith	6601033	Euper Lane Elementary		X			A		
6	Miller	Fouke	4603000		X						
6	Miller	Fouke	4603010	Fouke HS		X			A		
6	Miller	Fouke	4603011	Paulette Smith MS		X			A		
6	Miller	Fouke	4603009	Fouke Elem Sch		X			A		
9	Garland	Fountain Lake	2602000		X						
9	Garland	Fountain Lake	2602005	Fountain Lake Elem.		X			A		
9	Garland	Fountain Lake	2602006	Fountain Lake High		X				C	
9	Garland	Fountain Lake	2602007	Fountain Lake MS		X				C	
6	Miller	Genoa Central	4602000		X						
6	Miller	Genoa Central	4602005	Genoa Central Elem Sch		X			A		
6	Miller	Genoa Central	4602006	Genoa Central HS		X					P
6	Miller	Genoa Central	4602007	Gary E. Cobb MS Sch		X			A		
1	Benton	Gentry	403000		X						
1	Benton	Gentry	403013	Gentry Interm		X			A		
1	Benton	Gentry	403014	Gentry HS		X			A		
1	Benton	Gentry	403015	Gentry MS		X			A		
1	Benton	Gentry	403016	Gentry Primary		X			A		
9	Hot Spring	Glen Rose	3002000		X						
9	Hot Spring	Glen Rose	3002007	Glen Rose Elem Sch		X				C	
9	Hot Spring	Glen Rose	3002009	Glen Rose HS		X			A		
9	Hot Spring	Glen Rose	3002010	Glen Rose Middle Sch		X			A		
3	Mississippi	Gosnell	4708000		X						
3	Mississippi	Gosnell	4708028	Gosnell Elem		X				C	
3	Mississippi	Gosnell	4708031	Gosnell HS		X			A		
1	Benton	Gravette	404000		X						
1	Benton	Gravette	404022	Gravette HS		X			A		
1	Benton	Gravette	404023	G. Duffy Elem		X			A		
1	Benton	Gravette	404024	Gravette MS		X			A		
1	Benton	Gravette	404025	Gravette Upper Elem		X			A		
2	Carroll	Green Forest	803000		X						

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
2	Carroll	Green Forest	803011	Green Forest Elem Sch		X				C	
2	Carroll	Green Forest	803012	Green Forest HS		X			A		
2	Carroll	Green Forest	803013	Green Forest Inter.Sch		X				C	
8	Faulkner	Greenbrier	2303000		X						
8	Faulkner	Greenbrier	2303016	Greenbrier Eastside Elem		X			A		
8	Faulkner	Greenbrier	2303017	Greenbrier HS		X			A		
8	Faulkner	Greenbrier	2303018	Greenbrier Middle Sch		X				C	
8	Faulkner	Greenbrier	2303019	Greenbrier Westside Elem		X			A		
8	Faulkner	Greenbrier	2303020	Greenbrier Junior High		X			A		
8	Faulkner	Greenbrier	2303021	Wooster Elementary		X			A		
3	Greene	Greene Co Tech	2807000		X						
3	Greene	Greene Co Tech	2807004	Greene Co. Tech. Elem		X			A		
3	Greene	Greene Co Tech	2807007	Greene Co. Tech. MS		X			A		
3	Greene	Greene Co Tech	2807008	Greene Co. Tech. HS		X			A		
3	Greene	Greene Co Tech	2807009	Greene Co. Tech. JHS		X				C	
3	Greene	Greene Co Tech	2807010	Greene Co. Tech. Primary		X			A		
3	Greene	Greene Co Tech	2807011	Greene Co. Tech. Int.		X			A		
1	Washington	Greenland	7204000		X						
1	Washington	Greenland	7204027	Greenland Elem		X			A		
1	Washington	Greenland	7204028	Greenland HS		X				C	
1	Washington	Greenland	7204029	Greenland MS		X			A		
7	Sebastian	Greenwood	6602000		X						
7	Sebastian	Greenwood	6602042	Raymond Wells Jr. High		X				C	
7	Sebastian	Greenwood	6602043	Greenwood High		X				C	
7	Sebastian	Greenwood	6602044	Westwood Elem		X				C	
7	Sebastian	Greenwood	6602045	East Hills Middle		X			A		
7	Sebastian	Greenwood	6602046	East Pointe Elementary		X				C	
9	Clark	Gurdon	1003000		X						
9	Clark	Gurdon	1003016	Gurdon Primary		X			A		
9	Clark	Gurdon	1003017	Cabe MS		X				C	
9	Clark	Gurdon	1003018	Gurdon HS		X				C	
8	Faulkner	Guy-Perkins	2304000		X						
8	Faulkner	Guy-Perkins	2304021	Guy-Perkins Elem		X			A		
8	Faulkner	Guy-Perkins	2304022	Guy-Perkins HS		X			A		
1	Washington	Haas-Hall Charter	7240700				X				
1	Washington	Haas-Hall Charter	7240703	Haas-Hall Academy				X	A		
7	Sebastian	Hackett	6603000		X						
7	Sebastian	Hackett	6603047	Hackett Elementary		X			A		
7	Sebastian	Hackett	6603048	Hackett High		X			A		
5	Ashley	Hamburg	203000		X						
5	Ashley	Hamburg	203017	Hamburg Middle Sch		X				C	
5	Ashley	Hamburg	203018	Hamburg HS		X			A		
5	Ashley	Hamburg	203019	Wilmot Elem Sch		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Ashley	Hamburg	203020	Noble/Allbritton Elem		X			A		
5	Ashley	Hamburg	203027	Portland Elem Sch		X			A		
6	Calhoun	Hampton	701000		X						
6	Calhoun	Hampton	701001	Hampton Elem		X			A		
6	Calhoun	Hampton	701002	Hampton HS		X					P
6	Ouachita	Harmony Grove	5205000		X						
6	Ouachita	Harmony Grove	5205011	Sparkman Elem		X			A		
6	Ouachita	Harmony Grove	5205012	Sparkman HS		X			A		
6	Ouachita	Harmony Grove	5205028	Harmony Grove Elem		X			A		
6	Ouachita	Harmony Grove	5205029	Harmony Grove HS		X			A		
9	Saline	Harmony Grove	6304000		X						
9	Saline	Harmony Grove	6304029	Westbrook Elementary		X			A		
9	Saline	Harmony Grove	6304030	Harmony Grove High		X			A		
9	Saline	Harmony Grove	6304031	Harmony Grove Middle		X				C	
4	Poinsett	Harrisburg	5602000		X						
4	Poinsett	Harrisburg	5602005	Harrisburg Elementary		X			A		
4	Poinsett	Harrisburg	5602007	Harrisburg HS		X				C	
4	Poinsett	Harrisburg	5602008	Harrisburg Middle Sch		X				C	
4	Poinsett	Harrisburg	5602031	Weiner Elem Sch		X			A		
2	Boone	Harrison	503000		X						
2	Boone	Harrison	503011	Eagle Heights Elem Sch		X			A		
2	Boone	Harrison	503012	Forest Heights Elem Sch		X			A		
2	Boone	Harrison	503013	Skyline Heights Elem.		X			A		
2	Boone	Harrison	503014	Woodland Heights Elem Sch		X				C	
2	Boone	Harrison	503015	Harrison Junior HS		X				C	
2	Boone	Harrison	503016	Harrison HS		X			A		
2	Boone	Harrison	503018	Harrison Middle Sch		X			A		
7	Sebastian	Hartford	6604000		X						
7	Sebastian	Hartford	6604051	Hartford Elementary		X			A		
7	Sebastian	Hartford	6604052	Hartford High		X			A		
5	Prairie	Hazen	5903000		X						
5	Prairie	Hazen	5903011	Hazen Elem		X			A		
5	Prairie	Hazen	5903012	Hazen High		X					P
8	Cleburne	Heber Springs	1202000		X						
8	Cleburne	Heber Springs	1202005	Heber Springs Elem Sch		X			A		
8	Cleburne	Heber Springs	1202006	Heber Springs High Sch		X			A		
8	Cleburne	Heber Springs	1202007	Heber Springs Middle Sch		X			A		
8	Pope	Hector	5803000		X						
8	Pope	Hector	5803009	Hector Elem Sch		X			A		
8	Pope	Hector	5803010	Hector HS		X			A		
5	Phillips	Helena	5403000		X						
5	Phillips	Helena/W Helena	5403019	Central HS		X			A		
5	Phillips	Helena/W Helena	5403020	Miller Primary		X				C	
5	Phillips	Helena/W Helena	5403021	Miller Elem		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Bradley	Hermitage	601000		X						
5	Bradley	Hermitage	601006	Hermitage Elem		X				C	
5	Bradley	Hermitage	601007	Hermitage HS		X				C	
3	Sharp	Highland	6804000		X						
3	Sharp	Highland	6804009	Cherokee Elem Sch		X				C	
3	Sharp	Highland	6804010	Highland HS		X				C	
3	Sharp	Highland	6804011	Highland Middle Sch		X			A		
3	Lawrence	Hillcrest	3809000		X						
3	Lawrence	Hillcrest	3809014	Hillcrest Elem Sch		X				C	
3	Lawrence	Hillcrest	3809023	Hillcrest HS		X				C	
6	Hempstead	Hope	2903000		X						
6	Hempstead	Hope	2903007	Wm J. Clinton Primary		X					P
6	Hempstead	Hope	2903008	Beryl Henry Upper Elem		X			A		
6	Hempstead	Hope	2903011	Yerger Junior HS		X			A		
6	Hempstead	Hope	2903012	Hope HS		X					P
6	Sevier	Horatio	6703000		X						YR 2
6	Sevier	Horatio	6703012	Horatio Elem Sch		X			A		
6	Sevier	Horatio	6703013	Horatio HS		X				C	
9	Garland	Hot Springs	2603000		X						
9	Garland	Hot Springs	2603011	Gardner Magnet		X			A		
9	Garland	Hot Springs	2603013	Summit School		X			A		
9	Garland	Hot Springs	2603015	Oaklawn Magnet		X			A		
9	Garland	Hot Springs	2603016	Park Magnet		X			A		
9	Garland	Hot Springs	2603020	Hot Springs Middle		X			A		
9	Garland	Hot Springs	2603021	Hot Springs High		X			A		
9	Garland	Hot Springs	2603023	Langston Magnet		X			A		
9	Garland	Hot Springs	2603024	Hot Springs Interm		X			A		
3	Lawrence	Hoxie	3804000		X						
3	Lawrence	Hoxie	3804009	Hoxie Elem Sch		X				C	
3	Lawrence	Hoxie	3804010	Hoxie HS		X			A		
4	Saint Francis	Hughes	6202000		X						
4	Saint Francis	Hughes	6202022	Mildred Jackson Elem		X					P
4	Saint Francis	Hughes	6202024	Hughes HS		X					P
2	Madison	Huntsville	4401000		X						
2	Madison	Huntsville	4401001	Watson Elem Sch		X			A		
2	Madison	Huntsville	4401002	Huntsville Middle Sch		X			A		
2	Madison	Huntsville	4401003	Huntsville HS		X			A		
2	Madison	Huntsville	4401004	Huntsville Intermediate Sch		X				C	
2	Madison	Huntsville	4401011	St. Paul Elem Sch		X			A		
2	Madison	Huntsville	4401012	St. Paul HS		X			A		
3	Lawrence	Imboden	3840700				X				
3	Lawrence	Imboden	3840701	Imboden Area Charter Sch				X		C	
2	Izard	Izard County Cons.	3306000		X						

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
2	Izard	Izard County Cons.	3306014	Izard Co Consolidated Elem		X			A		
2	Izard	Izard County Cons.	3306015	Izard Co Consolidated HS		X				C	
2	Izard	Izard County Cons.	3306016	Izard Co Consolidated MS		X				C	
3	Jackson	Jackson Co.	3405000		X						
3	Jackson	Jackson Co.	3405019	Swifton Middle School		X				C	
3	Jackson	Jackson Co.	3405024	Tuckerman Elem Sch		X			A		
3	Jackson	Jackson Co.	3405025	Tuckerman HS		X				C	
10	Pulaski	Jacksonville Lighthouse Charter	6050700				X				
10	Pulaski	Jacksonville Lighthouse Charter	6050701	Lighthouse Charter Elem				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050702	Lighthouse Charter MS				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050703	College Prep Academy				X	A		
10	Pulaski	Jacksonville Lighthouse Charter	6050705	Flightline Upper Academy				X	A		
2	Newton	Jasper	5102000		X						
2	Newton	Jasper	5102005	Jasper Elem Sch		X			A		
2	Newton	Jasper	5102006	Jasper HS		X			A		
2	Newton	Jasper	5102007	Kingston Elem Sch		X			A		
2	Newton	Jasper	5102008	Kingston HS		X			A		
2	Newton	Jasper	5102023	Oark Elemenatry Sch		X			A		
2	Newton	Jasper	5102024	Oark HS		X				C	
9	Garland	Jessieville	2604000		X						
9	Garland	Jessieville	2604029	Jessieville Elem		X			A		
9	Garland	Jessieville	2604030	Jessieville High		X				C	
9	Garland	Jessieville	2604031	Jessieville Middle		X			A		
3	Craighead	Jonesboro	1608000		X						
3	Craighead	Jonesboro	1608017	Math & Science Magnet		X			A		
3	Craighead	Jonesboro	1608019	Visual & Performing Art Magnet		X			A		
3	Craighead	Jonesboro	1608020	Health /Wellness Envi.		X			A		
3	Craighead	Jonesboro	1608021	International Studies Magnet		X			A		
3	Craighead	Jonesboro	1608022	Microsociety Magnet		X				C	
3	Craighead	Jonesboro	1608023	Annie Camp JHS		X			A		
3	Craighead	Jonesboro	1608024	Douglas MacArthur JHS		X			A		
3	Craighead	Jonesboro	1608026	Kindergarten Center		X			A		
3	Craighead	Jonesboro	1608703	Acad @ Jonesboro HS		X			A		
6	Union	Junction City	7003000		X						
6	Union	Junction City	7003027	Junction City Elem		X			A		
6	Union	Junction City	7003028	Junction City HS		X			A		
5	Phillips	KIPP Charter	5440700				X				

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Phillips	KIPP Charter	5440701	KIPP ES				X	A		
5	Phillips	KIPP Charter	5440702	KIPP MS				X	A		
5	Phillips	KIPP Charter	5440703	KIPP HS				X	A		
5	Phillips	KIPP Charter	5440705	KIPP Blytheville				X	A		
9	Pike	Kirby	5503000		X						
9	Pike	Kirby	5503010	Kirby Elem Sch		X			A		
9	Pike	Kirby	5503011	Kirby HS		X					P
6	LaFayette	La Fayette County	3704000		X						
6	LaFayette	La Fayette County	3704007	Lafayette Co Elem West		X			A		
6	LaFayette	La Fayette County	3704013	Lafayette County HS		X			A		
9	Garland	Lake Hamilton	2605000		X						
9	Garland	Lake Hamilton	2605033	Lake Hamilton Elem		X			A		
9	Garland	Lake Hamilton	2605034	Lake Hamilton High		X				C	
9	Garland	Lake Hamilton	2605035	Lake Hamilton Jr. High		X				C	
9	Garland	Lake Hamilton	2605036	Lake Hamilton Intermediate		X			A		
9	Garland	Lake Hamilton	2605037	Lake Hamilton Middle		X			A		
9	Garland	Lake Hamilton	2605038	Lake Hamilton Primary		X			A		
5	Chicot	Lakeside	903000		X						
5	Chicot	Lakeside	903007	Eudora Elem Sch		X			A		
5	Chicot	Lakeside	903016	Lakeside Elem Sch		X			A		
5	Chicot	Lakeside	903017	Lakeside Middle Sch		X			A		
5	Chicot	Lakeside	903018	Lakeside HS		X			A		
9	Garland	Lakeside	2606000		X						
9	Garland	Lakeside	2606039	Lakeside Primary		X			A		
9	Garland	Lakeside	2606042	Lakeside Intermediate		X			A		
9	Garland	Lakeside	2606043	Lakeside Middle		X				C	
9	Garland	Lakeside	2606044	Lakeside HS 8-12		X			A		
7	Johnson	Lamar	3604000		X						
7	Johnson	Lamar	3604018	Lamar Elementary		X			A		
7	Johnson	Lamar	3604019	Lamar High		X				C	
7	Johnson	Lamar	3604020	Lamar Middle		X			A		
7	Sebastian	Lavaca	6605000		X						
7	Sebastian	Lavaca	6605056	Lavaca Elementary		X			A		
7	Sebastian	Lavaca	6605057	Lavaca High		X					P
7	Sebastian	Lavaca	6605058	Lavaca Middle School		X			A		
3	Lawrence	Lawrence County	3810000		X						
3	Lawrence	Lawrence County	3810001	Black Rock Elementary		X			A		
3	Lawrence	Lawrence County	3810002	Black Rock HS		X			A		
3	Lawrence	Lawrence County	3810026	Walnut Ridge Elem Sch		X				C	
3	Lawrence	Lawrence County	3810027	Walnut Ridge HS		X				C	
2	Boone	Lead Hill	506000		X						
2	Boone	Lead Hill	506031	Lead Hill Elem Sch		X				C	
2	Boone	Lead Hill	506032	Lead Hill HS		X				C	

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Lee	Lee County	3904000		X						
5	Lee	Lee County	3904005	Whitten Elem.		X			A		
5	Lee	Lee County	3904010	Anna Strong Interm.		X				C	
5	Lee	Lee County	3904011	Lee High		X					YR 2
1	Washington	Lincoln	7205000		X						
1	Washington	Lincoln	7205031	Lincoln Elem		X			A		
1	Washington	Lincoln	7205033	Lincoln MS		X			A		
1	Washington	Lincoln	7205706	Lincoln HS		X					P
10	Pulaski	Lisa Charter	6041700				X				
10	Pulaski	Lisa Charter	6041702	Lisa Academy Middle School				X	A		
10	Pulaski	Lisa Charter	6041703	Lisa Academy HS				X	A		
10	Pulaski	Lisa NLR Charter	6048700				X				
10	Pulaski	Lisa NLR Charter	6048701	Lisa Academy NLR Elem				X	A		
10	Pulaski	Lisa NLR Charter	6048702	Lisa Academy NLR MS				X	A		
10	Pulaski	Lisa NLR Charter	6048703	Lisa Academy NLR HS				X	A		
10	Pulaski	Little Rock	6001000		X						
10	Pulaski	Little Rock	6001001	Central HS		X				C	
10	Pulaski	Little Rock	6001002	Hall HS		X			A		
10	Pulaski	Little Rock	6001003	Mann Magnet		X			A		
10	Pulaski	Little Rock	6001004	Metropolitan Vo-Tech		X			A		
10	Pulaski	Little Rock	6001005	Parkview Magnet		X			A		
10	Pulaski	Little Rock	6001006	Booker Arts Elem		X			A		
10	Pulaski	Little Rock	6001007	Dunbar MS		X			A		
10	Pulaski	Little Rock	6001009	Forest Heights MS		X				C	
10	Pulaski	Little Rock	6001010	Pulaski Heights MS		X			A		
10	Pulaski	Little Rock	6001013	Henderson MS		X			A		
10	Pulaski	Little Rock	6001017	Bale Elem		X			A		
10	Pulaski	Little Rock	6001018	Brady Elem		X			A		
10	Pulaski	Little Rock	6001020	McDermott Elem		X			A		
10	Pulaski	Little Rock	6001021	Carver Elem		X				C	
10	Pulaski	Little Rock	6001024	Forest Park Elem		X			A		
10	Pulaski	Little Rock	6001025	Franklin Elem		X			A		
10	Pulaski	Little Rock	6001027	Gibbs Elem		X			A		
10	Pulaski	Little Rock	6001029	Western Hills Elem		X			A		
10	Pulaski	Little Rock	6001030	Jefferson Elem		X			A		
10	Pulaski	Little Rock	6001033	Meadowcliff Elem		X			A		
10	Pulaski	Little Rock	6001035	M.L. King Elem		X				C	
10	Pulaski	Little Rock	6001038	Pulaski Heights Elem		X				C	
10	Pulaski	Little Rock	6001040	Romine Elem		X			A		
10	Pulaski	Little Rock	6001041	Stephens Elem		X			A		
10	Pulaski	Little Rock	6001042	Washington Elem		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
10	Pulaski	Little Rock	6001043	Williams Elem		X				C	
10	Pulaski	Little Rock	6001044	Wilson Elem		X				C	
10	Pulaski	Little Rock	6001047	Terry Elem		X			A		
10	Pulaski	Little Rock	6001048	Fullbright Elem		X				C	
10	Pulaski	Little Rock	6001050	Rockefeller Elem		X			A		
10	Pulaski	Little Rock	6001052	Baseline Elem		X				C	
10	Pulaski	Little Rock	6001055	D O'Dodd Elem		X				C	
10	Pulaski	Little Rock	6001056	Geyer Springs Elem		X			A		
10	Pulaski	Little Rock	6001057	Mabelvale Elem		X			A		
10	Pulaski	Little Rock	6001058	Otter Creek Elem		X			A		
10	Pulaski	Little Rock	6001059	Wakefield Elem		X			A		
10	Pulaski	Little Rock	6001062	Mabelvale MS		X				C	
10	Pulaski	Little Rock	6001063	J.A. Fair HS		X				C	
10	Pulaski	Little Rock	6001064	MCClellan HS		X			A		
10	Pulaski	Little Rock	6001067	Alternative Learning Agencies		X			A		
10	Pulaski	Little Rock	6001068	Accelerated Learn. Prog		X			A		
10	Pulaski	Little Rock	6001070	Hamilton Learn. Acad.		X					P
10	Pulaski	Little Rock	6001071	Watson Inter.		X					P
10	Pulaski	Little Rock	6001072	Chicot Primary		X				C	
10	Pulaski	Little Rock	6001073	Don Roberts Elem		X				C	
10	Pulaski	Little Rock	6001702	Cloverdale Aerospace Chtr		X			A		
4	Lonoke	Lonoke	4301000		X						
4	Lonoke	Lonoke	4301027	Lonoke Elem		X			A		
4	Lonoke	Lonoke	4301028	Lonoke Middle		X			A		
4	Lonoke	Lonoke	4301029	Lonoke High		X				C	
4	Lonoke	Lonoke	4301030	Lonoke Primary		X			A		
10	Pulaski	LR Preperatory Academy	6049700				X				
10	Pulaski	LR Preperatory Academy	6049701	LR Preperatory Elem				X	A		
10	Pulaski	LR Preperatory Academy	6049702	LR Preperatory Academy				X	A		
7	Logan	Magazine	4202000		X						
7	Logan	Magazine	4202007	Magazine Elementary		X				C	
7	Logan	Magazine	4202008	Leftwich High School		X			A		
9	Hot Spring	Magnet Cove	3003000		X						
9	Hot Spring	Magnet Cove	3003013	Magnet Cove Elem Sch		X				C	
9	Hot Spring	Magnet Cove	3003014	Magnet Cove HS		X				C	
6	Columbia	Magnolia	1402000		X						
6	Columbia	Magnolia	1402006	Central Elem		X			A		
6	Columbia	Magnolia	1402007	East-West Elem		X			A		
6	Columbia	Magnolia	1402008	Magnolia JHS		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
6	Columbia	Magnolia	1402009	Magnolia HS		X			A		
9	Hot Spring	Malvern	3004000		X						
9	Hot Spring	Malvern	3004021	Malvern Elem Sch		X				C	
9	Hot Spring	Malvern	3004022	Malvern MS		X			A		
9	Hot Spring	Malvern	3004023	Malvern HS		X					P
9	Hot Spring	Malvern	3004025	Wilson Intermediate Sch		X			A		
2	Fulton	Mammoth Spring	2501000		X						
2	Fulton	Mammoth Spring	2501001	Mammoth Spring Elem. Sch		X			A		
2	Fulton	Mammoth Spring	2501002	Mammoth Spring HS		X			A		
3	Mississippi	Manila	4712000		X						
3	Mississippi	Manila	4712043	Manila Elem		X			A		
3	Mississippi	Manila	4712044	Manila HS		X			A		
3	Mississippi	Manila	4712045	Manila MS .		X				C	
7	Sebastian	Mansfield	6606000		X						
7	Sebastian	Mansfield	6606060	Mansfield Elementary		X			A		
7	Sebastian	Mansfield	6606061	Mansfield Middle School		X			A		
7	Sebastian	Mansfield	6606062	Mansfield High School		X			A		
4	Crittenden	Marion	1804000		X						
4	Crittenden	Marion	1804011	Avondale Elem		X				C	
4	Crittenden	Marion	1804012	Marion Elem		X				C	
4	Crittenden	Marion	1804014	Marion Jr. High		X				C	
4	Crittenden	Marion	1804015	Marion High		X				C	
4	Crittenden	Marion	1804016	Marion Middle		X				C	
4	Crittenden	Marion	1804017	Marion Intermediate		X				C	
4	Poinsett	Marked Tree	5604000		X					C	
4	Poinsett	Marked Tree	5604015	Marked Tree Elem Sch		X				C	
4	Poinsett	Marked Tree	5604017	Marked Tree HS		X				C	
4	Poinsett	Marked Tree	5604018	Marked Tree MS		X				C	
3	Greene	Marmaduke	2803000		X						
3	Greene	Marmaduke	2803016	Marmaduke Elem		X			A		
3	Greene	Marmaduke	2803017	Marmaduke HS		X			A		
5	Phillips	Marvell	5404000		X						
5	Phillips	Marvell	5404030	Marvell Primary Sch		X					
5	Phillips	Marvell	5404032	Marvell HS		X					
8	Faulkner	Mayflower	2305000		X						
8	Faulkner	Mayflower	2305025	Mayflower Elem		X				C	
8	Faulkner	Mayflower	2305026	Mayflower HS		X			A		
8	Faulkner	Mayflower	2305027	Mayflower Middle Sch		X			A		
3	Randolph	Maynard	6102000		X						
3	Randolph	Maynard	6102005	Maynard Elem Sch		X			A		
3	Randolph	Maynard	6102006	Maynard HS		X					P
4	Woodruff	McCrory	7403000		X						
4	Woodruff	McCrory	7403012	McCrory Elem.		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	Woodruff	McCrory	7403013	McCrory High		X			A		
5	Desha	McGehee	2105000		X						
5	Desha	McGehee	2105026	McGehee Elem Sch		X				C	
5	Desha	McGehee	2105028	McGehee HS		X					P
2	Izard	Melbourne	3302000		X						
2	Izard	Melbourne	3302005	Melbourne Elem Sch		X			A		
2	Izard	Melbourne	3302006	Melbourne HS		X			A		
2	Izard	Melbourne	3302010	Mt. Pleasant Elem Sch		X			A		
7	Polk	Mena	5703000		X						
7	Polk	Mena	5703009	Louise Durham Elem Sch		X			A		
7	Polk	Mena	5703010	Holly Harshman Elem Sch		X			A		
7	Polk	Mena	5703011	Mena Middle Sch		X				C	
7	Polk	Mena	5703012	Mena HS		X			A		
2	Independence	Midland	3211000		X						
2	Independence	Midland	3211022	Midland Elem Sch		X			A		
2	Independence	Midland	3211035	Midland HS		X				C	
9	Howard	Mineral Springs	3104000		X						
9	Howard	Mineral Springs	3104005	Mineral Springs Elem Sch		X				C	
9	Howard	Mineral Springs	3104006	Mineral Springs HS		X				C	
5	Drew	Monticello	2203000		X						
5	Drew	Monticello	2203010	Monticello Elem Sch		X			A		
5	Drew	Monticello	2203011	Monticello Middle Sch		X			A		
5	Drew	Monticello	2203012	Monticello HS		X			A		
5	Drew	Monticello	2203014	Monticello Intermediate Sch		X				C	
9	Montgomery	Mount Ida	4902000		X						
9	Montgomery	Mount Ida	4902006	Mount Ida Elem Sch		X					P
9	Montgomery	Mount Ida	4902007	Mount Ida HS		X			A		
2	Baxter	Mountain Home	303000		X						
2	Baxter	Mountain Home	303013	Nelson Wilks Herron Elem		X			A		
2	Baxter	Mountain Home	303014	Pinkston Middle Sch		X			A		
2	Baxter	Mountain Home	303018	Mountain Home Kinder.		X			A		
2	Baxter	Mountain Home	303019	Mountain Home JRHS		X			A		
2	Baxter	Mountain Home	303024	Hackler Interm		X			A		
2	Baxter	Mountain Home	303703	Mtn. Home High Career Acad		X			A		
9	Garland	Mountain Pine	2607000		X						
9	Garland	Mountain Pine	2607046	Mountain Pine Elem		X			A		
9	Garland	Mountain Pine	2607047	Mountain Pine High		X					
7	Crawford	Mountainburg	1703000		X						
7	Crawford	Mountainburg	1703012	Mountainburg Elem		X			A		
7	Crawford	Mountainburg	1703013	Mountainburg High		X			A		
7	Crawford	Mountainburg	1703022	Mountainburg Middle		X				C	
8	Faulkner	Mt. Vernon-Enola	2306000		X						

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
8	Faulkner	Mt. Vernon-Enola	2306029	Mt. Vernon-Enola Elem		X			A		
8	Faulkner	Mt. Vernon-Enola	2306030	Mt. Vernon-Enola HS		X			A		
2	Stone	Mt. View	6901000		X						
2	Stone	Mt. View	6901005	Mt. View Elem.		X			A		
2	Stone	Mt. View	6901006	Mt. View MS		X			A		
2	Stone	Mt. View	6901007	Mt. View HS		X			A		
2	Stone	Mt. View	6901011	Rural Special Elem. Sch		X			A		
2	Stone	Mt. View	6901012	Rural Special HS		X			A		
2	Stone	Mt. View	6901015	Timbo Elem Sch		X			A		
2	Stone	Mt. View	6901016	Timbo HS		X			A		
7	Crawford	Mulberry	1704000		X						
7	Crawford	Mulberry/Pleasant View Bi-County	1704016	Marvin Elementary		X			A		
7	Crawford	Mulberry/Pleasant View Bi-County	1704017	Mulberry High		X			A		
7	Crawford	Mulberry/Pleasant View Bi-County	1704018	Pleasant Jr. High		X			A		
7	Crawford	Mulberry/Pleasant View Bi-County	1704022	Millsap Intermediate		X			A		
9	Howard	Nashville	3105000		X						
9	Howard	Nashville	3105009	Nashville Elem Sch		X			A		
9	Howard	Nashville	3105010	Nashville Junior HS		X				C	
9	Howard	Nashville	3105011	Nashville HS		X				C	
9	Howard	Nashville	3105012	Nashville Primary Sch		X			A		
8	Conway	Nemo Vista	1503000		X						
8	Conway	Nemo Vista	1503016	Nemo Vista Elem Sch		X				C	
8	Conway	Nemo Vista	1503017	Nemo Vista HS		X			A		
8	Conway	Nemo Vista	1503018	Nemo Vista MS		X				C	
3	Craighead	Nettleton	1611000		X						
3	Craighead	Nettleton	1611039	Fox Meadow Elem		X			A		
3	Craighead	Nettleton	1611040	University Heights Elem		X			A		
3	Craighead	Nettleton	1611041	Nettleton JHS		X				C	
3	Craighead	Nettleton	1611042	Nettleton HS		X				C	
3	Craighead	Nettleton	1611043	Nettleton Int		X			A		
3	Craighead	Nettleton	1611045	Fox Meadow Int		X			A		
3	Craighead	Nettleton	1611046	Nettleton MS		X			A		
6	Nevada	Nevada	5008000		X						
6	Nevada	Nevada	5008013	Nevada Elem		X			A		
6	Nevada	Nevada	5008014	Nevada HS		X				C	
3	Jackson	Newport	3403000		X						
3	Jackson	Newport	3403012	Newport Junior HS		X			A		
3	Jackson	Newport	3403013	Newport HS		X			A		
3	Jackson	Newport	3403014	Newport Elem		X				C	

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
2	Baxter	Norfork	304000		X						
2	Baxter	Norfork	304021	Norfork Elem Sch		X			A		
2	Baxter	Norfork	304022	Norfork HS		X			A		
6	Union	Norphlet	7006000		X					C	
6	Union	Norphlet	7006035	Norphlet Elem		X			A		
6	Union	Norphlet	7006036	Norphlet HS		X					P
10	Pulaski	North Little Rock	6002000		X						
10	Pulaski	North Little Rock	6002050	Amboy Elem		X			A		
10	Pulaski	North Little Rock	6002054	Boone Park Elem		X			A		
10	Pulaski	North Little Rock	6002055	Crestwood Elem		X				C	
10	Pulaski	North Little Rock	6002056	Glenview Elem		X			A		
10	Pulaski	North Little Rock	6002057	Indian Hills Elem		X			A		
10	Pulaski	North Little Rock	6002058	Lakewood Elem		X			A		
10	Pulaski	North Little Rock	6002060	Lynch Drive Elem		X			A		
10	Pulaski	North Little Rock	6002061	Meadow Park Elem		X			A		
10	Pulaski	North Little Rock	6002063	North Heights Elem		X			A		
10	Pulaski	North Little Rock	6002064	Park Hill Elem		X			A		
10	Pulaski	North Little Rock	6002065	Pike View Elem		X			A		
10	Pulaski	North Little Rock	6002069	Seventh Street Elem		X				C	
10	Pulaski	North Little Rock	6002070	Lakewood MS		X				C	
10	Pulaski	North Little Rock	6002080	NLR Academy		X			A		
10	Pulaski	North Little Rock	6002081	Ridge Road MS		X			A		
10	Pulaski	North Little Rock	6002082	NLR HS (9-12)		X				C	
1	Benton	NWA Classical Acad	442700	NWA Classical Acad			X				
1	Benton	NWA Classical Acad	442702	NWA Classical Acad				X	A		
2	Boone	Omaha	504000		X						
2	Boone	Omaha	504022	Omaha Elem Sch		X			A		
2	Boone	Omaha	504023	Omaha HS		X			A		
3	Mississippi	Osceola	4713000		X						
3	Mississippi	Osceola	4713051	Osceola HS		X			A		
3	Mississippi	Osceola	4713052	North Elem		X			A		
3	Mississippi	Osceola	4713053	C. Smith Elem		X			A		
3	Mississippi	Osceola	4713705	Osceola STEM Acad				X	A		
9	Hot Spring	Ouachita	3005000		X						
9	Hot Spring	Ouachita	3005029	Ouachita Elem Sch		X			A		
9	Hot Spring	Ouachita	3005030	Ouachita HS		X				C	
7	Polk	Ouachita River	5706000		X						
7	Polk	Ouachita River	5706001	Acorn Elementary Sch		X			A		
7	Polk	Ouachita River	5706002	Acorn HS		X			A		
7	Polk	Ouachita River	5706010	Oden Maddox Elem Sch		X				C	
7	Polk	Ouachita River	5706011	Oden HS		X				C	
7	Franklin	Ozark	2404000		X						
7	Franklin	Ozark	2404004	Ozark 7th Grade School		X			A		

DRAFT

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7	Franklin	Ozark	2404005	Ozark Kindergarten Sch		X			A		
7	Franklin	Ozark	2404015	Elgin Milton Elementary		X				C	
7	Franklin	Ozark	2404016	Ozark Junior High		X			A		
7	Franklin	Ozark	2404017	Ozark High School		X			A		
2	Searcy	Ozark Mountain	6505000		X						
2	Searcy	Ozark Mountain	6505009	St. Joe Elementary		X			A		
2	Searcy	Ozark Mountain	6505010	St. Joe HS		X				C	
2	Searcy	Ozark Mountain	6505011	Bruno-Pyatt HS		X				C	
2	Searcy	Ozark Mountain	6505012	Bruno-Pyatt Elem Sch		X				C	
2	Searcy	Ozark Mountain	6505013	Western Grove Elem		X			A		
2	Searcy	Ozark Mountain	6505014	Western Grove HS		X				C	
4	Saint Francis	Palestine-Wheatley	6205000		X						
4	Saint Francis	Palestine-Wheatley	6205027	Palestine-Wheatley ES		X			A		
4	Saint Francis	Palestine-Wheatley	6205028	Palestine-Wheatley HS		X			A		
4	Saint Francis	Palestine-Wheatley	6205031	Palestine-Wheatley MS		X			A		
4	White	Pangburn	7309000		X						
4	White	Pangburn	7309038	Pangburn Elem Sch		X			A		
4	White	Pangburn	7309039	Pangburn HS		X			A		
3	Greene	Paragould	2808000		X						
3	Greene	Paragould	2808024	Baldwin Elem		X			A		
3	Greene	Paragould	2808027	Woodrow Wilson Elem		X			A		
3	Greene	Paragould	2808028	Oak Grove MS		X			A		
3	Greene	Paragould	2808042	Paragould JHS		X				C	
3	Greene	Paragould	2808043	Paragould HS		X			A		
3	Greene	Paragould	2808045	Oak Grove Elem		X			A		
7	Logan	Paris	4203000		X						
7	Logan	Paris	4203011	Paris Elementary		X				C	
7	Logan	Paris	4203012	Paris High		X					P
7	Logan	Paris	4203013	Paris Middle		X				C	
6	Union	Parkers Chapel	7007000		X						
6	Union	Parkers Chapel	7007039	Parkers Chapel Elem		X			A		
6	Union	Parkers Chapel	7007040	Parkers Chapel HS		X			A		
10	Pulaski	PCSSD	6003000		X						
10	Pulaski	PCSSD	6003092	Baker Interdistrict Elem Sch		X				C	
10	Pulaski	PCSSD	6003093	Crystal Hill Elem Sch		X			A		
10	Pulaski	PCSSD	6003094	Bayou Meto Elem Sch		X			A		
10	Pulaski	PCSSD	6003095	Clinton Elem Sch		X			A		
10	Pulaski	PCSSD	6003099	Warren Dupree ES		X			A		
10	Pulaski	PCSSD	6003102	Harris Elem Sch		X			A		
10	Pulaski	PCSSD	6003104	Landmark Elem Sch		X				C	
10	Pulaski	PCSSD	6003105	Lawson Elem Sch		X			A		
10	Pulaski	PCSSD	6003106	Tolleson Elem Sch		X			A		
10	Pulaski	PCSSD	6003108	Oak Grove Elem Sch		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
10	Pulaski	PCSSD	6003110	Joe T. Robinson Elem		X			A		
10	Pulaski	PCSSD	6003111	Scott Elem Sch		X			A		
10	Pulaski	PCSSD	6003112	Sherwood Elem Sch		X			A		
10	Pulaski	PCSSD	6003113	Sylvan Hills Elem Sch		X				C	
10	Pulaski	PCSSD	6003119	Jacksonville Middle School		X			A		
10	Pulaski	PCSSD	6003120	Fuller Middle Sch		X			A		
10	Pulaski	PCSSD	6003122	Sylvan Hills Middle Sch		X			A		
10	Pulaski	PCSSD	6003123	Jacksonville HS		X			A		
10	Pulaski	PCSSD	6003125	Wilbur D. Mills HS		X			A		
10	Pulaski	PCSSD	6003127	Robinson HS		X			A		
10	Pulaski	PCSSD	6003128	Sylvan Hills HS		X			A		
10	Pulaski	PCSSD	6003129	Cato Elem Sch		X			A		
10	Pulaski	PCSSD	6003130	Pinewood Elem Sch		X			A		
10	Pulaski	PCSSD	6003135	College Station Elem		X			A		
10	Pulaski	PCSSD	6003136	North Pulaski HS		X			A		
10	Pulaski	PCSSD	6003137	Arnold Drive Elem Sch		X			A		
10	Pulaski	PCSSD	6003139	Oakbrooke Elem Sch		X			A		
10	Pulaski	PCSSD	6003140	Northwood Middle Sch		X			A		
10	Pulaski	PCSSD	6003141	Murrell Taylor Elem Sch		X			A		
10	Pulaski	PCSSD	6003142	Pine Forest Elem Sch		X			A		
10	Pulaski	PCSSD	6003143	Robinson Middle Sch		X			A		
10	Pulaski	PCSSD	6003146	Bates Elem Sch		X				C	
10	Pulaski	PCSSD	6003149	Maumelle Middle Sch		X			A		
10	Pulaski	PCSSD	6003150	Chenal Elem		X			A		
10	Pulaski	PCSSD	6003151	Maumelle HS		X			A		
1	Benton	Pea Ridge	407000		X					C	
1	Benton	Pea Ridge	407025	Pea Ridge Primary		X			A		
1	Benton	Pea Ridge	407026	Pea Ridge Elem (Intermed)		X			A		
1	Benton	Pea Ridge	407027	Pea Ridge HS		X				C	
1	Benton	Pea Ridge	407028	Pea Ridge MS		X				C	
8	Perry	Perryville	5303000		X						
8	Perry	Perryville	5303010	Perryville Elementary		X			A		
8	Perry	Perryville	5303011	Perryville HS		X			A		
3	Clay	Piggott	1104000		X						
3	Clay	Piggott	1104017	Piggott Elementary		X				C	
3	Clay	Piggott	1104018	Piggott HS		X			A		
5	Jefferson	Pine Bluff	3505000		X						
5	Jefferson	Pine Bluff	3505025	Belair Middle School		X			A		
5	Jefferson	Pine Bluff	3505026	Broadmoor Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505034	Oak Park Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505036	34th Avenue Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505037	Southwood Elem Sch		X			A		
5	Jefferson	Pine Bluff	3505041	Southeast Middle Sch		X			A		
5	Jefferson	Pine Bluff	3505042	Pine Bluff HS		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Jefferson	Pine Bluff	3505044	Jack Robey Junior HS		X					P
5	Jefferson	Pine Bluff	3505046	W. T. Cheney Elem Sch		X			A		
5	Jefferson	Pine Bluff Lighthouse Academy	3541700				X				
5	Jefferson	Pine Bluff Lighthouse Academy	3541701	Pine Bluff Lighthouse Academy				X	A		
5	Jefferson	Pine Bluff Lighthouse Academy	3541702	Pine Bluff Lighthouse Upper Academy				X	A		
3	Randolph	Pocahontas	6103000		X						
3	Randolph	Pocahontas	6103009	Alma Spikes Elem Sch		X				C	
3	Randolph	Pocahontas	6103010	Pocahontas HS		X				C	
3	Randolph	Pocahontas	6103011	Pocahontas Upper Elem		X				C	
3	Randolph	Pocahontas	6103012	Pocahontas Junior HS		X			A		
8	Pope	Pottsville	5804000		X						
8	Pope	Pottsville	5804013	Pottsville Elem Sch		X			A		
8	Pope	Pottsville	5804014	Pottsville HS		X			A		
8	Pope	Pottsville	5804015	Pottsville Middle Sch		X				C	
8	Pope	Pottsville	5804016	Pottsville JHS		X			A		
9	Grant	Poyen	2703000		X						
9	Grant	Poyen	2703009	Poyen Elem Sch		X				C	
9	Grant	Poyen	2703010	Poyen HS		X				C	
1	Washington	Prairie Grove	7206000		X						
1	Washington	Prairie Grove	7206035	Prairie Grove Elem		X				C	
1	Washington	Prairie Grove	7206036	Prairie Grove HS		X				C	
1	Washington	Prairie Grove	7206038	Prairie Grove MS		X			A		
1	Washington	Prairie Grove	7206039	Prairie Grove Interm		X			A		
10	Pulaski	Premier (Resp.Ed)	6053700				X				
10	Pulaski	Premier (Resp.Ed)	6053703	Premier HS				X	A		
6	Nevada	Prescott	5006000		X						
6	Nevada	Prescott	5006022	Prescott Elem		X			A		
6	Nevada	Prescott	5006023	McRae MS		X				C	
6	Nevada	Prescott	5006024	Prescott HS		X				C	
5	Jefferson	Quest Chrt	3542700				X				
5	Jefferson	Quest Chrt	3542702	Quest MS				X	A		
8	Cleburne	Quitman	1203000		X						
8	Cleburne	Quitman	1203010	Quitman Elementary		X			A		
8	Cleburne	Quitman	1203011	Quitman HS		X			A		
3	Clay	Rector	1106000		X						
3	Clay	Rector	1106022	Rector Elementary		X			A		
3	Clay	Rector	1106023	Rector HS		X					P
3	Craighead	Riverside	1613000		X						
3	Craighead	Riverside	1613010	Riverside East Elem		X			A		
3	Craighead	Riverside	1613021	Riverside HS		X			A		
3	Craighead	Riverside	1613031	Riverside West Elem		X			A		

DRAFT

Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
4	White	Riverview	7307000		X						
4	White	Riverview	7307026	Judsonia Elementary		X			A		
4	White	Riverview	7307030	Kensett Elementary		X			A		
4	White	Riverview	7307032	Riverview HS		X			A		
4	White	Riverview	7307033	Riverview JHS		X			A		
1	Benton	Rogers	405000		X						
1	Benton	Rogers	405031	Eastside Elem		X				C	
1	Benton	Rogers	405032	Garfield Elem		X			A		
1	Benton	Rogers	405033	Lowell Elem		X			A		
1	Benton	Rogers	405034	Northside Elem		X			A		
1	Benton	Rogers	405036	West Side Elem		X			A		
1	Benton	Rogers	405037	Elmwood JRHS		X			A		
1	Benton	Rogers	405039	Oakdale JRHS		X			A		
1	Benton	Rogers	405040	Grace Hill Elem		X			A		
1	Benton	Rogers	405041	B. Grimes Elem		X				C	
1	Benton	Rogers	405042	Reagan Elem		X			A		
1	Benton	Rogers	405043	Frank Tillery Elem		X			A		
1	Benton	Rogers	405044	Joe Mathias Eelm		X			A		
1	Benton	Rogers	405045	Kirksey MS		X			A		
1	Benton	Rogers	405046	Lingle MS		X			A		
1	Benton	Rogers	405047	Bellview Elem		X			A		
1	Benton	Rogers	405048	Rogers HS		X			A		
1	Benton	Rogers	405049	Jones Elem		X			A		
1	Benton	Rogers	405050	Elza Tucker Elem		X			A		
1	Benton	Rogers	405051	Old Wire Elem		X			A		
1	Benton	Rogers	405052	Rogers Heritage HS		X			A		
1	Benton	Rogers	405053	Janie Darr Elem		X			A		
1	Benton	Rogers	405703	Roger New Tech HS				X	A		
4	White	Rose Bud	7310000		X						
4	White	Rose Bud	7310042	Rose Bud Elementary		X			A		
4	White	Rose Bud	7310043	Rose Bud HS		X			A		
8	Pope	Russellville	5805000		X					C	
8	Pope	Russellville	5805017	Crawford Elem Sch		X			A		
8	Pope	Russellville	5805018	Dwight Elem Sch		X			A		
8	Pope	Russellville	5805019	London Elem Sch		X			A		
8	Pope	Russellville	5805020	Oakland Heights Elem		X			A		
8	Pope	Russellville	5805021	Sequoyah Elem Sch		X			A		
8	Pope	Russellville	5805022	Russellville Middle Sch		X			A		
8	Pope	Russellville	5805023	Russellville Jr. HS		X			A		
8	Pope	Russellville	5805024	Russellville HS		X				C	
8	Pope	Russellville	5805025	Center Valley Elem Sch		X			A		
8	Pope	Russellville	5805026	Russellville Upper Elem		X			A		
2	Fulton	Salem	2502000		X						

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
2	Fulton	Salem	2502005	Salem Elem Sch		X			A		
2	Fulton	Salem	2502006	Salem HS		X			A		
7	Logan	Scranton	4204000		X						
7	Logan	Scranton	4204016	Scranton Elementary		X			A		
7	Logan	Scranton	4204019	Scranton High		X			A		
4	White	Searcy	7311000		X						
4	White	Searcy	7311046	Sidney Deener Elem		X			A		
4	White	Searcy	7311047	McRae Elementary		X			A		
4	White	Searcy	7311051	Ahlf Junior High Sch		X			A		
4	White	Searcy	7311052	Searcy HS		X			A		
4	White	Searcy	7311053	Westside Elem		X			A		
4	White	Searcy	7311054	Southwest Middle Sch		X				C	
2	Searcy	Searcy County	6502000		X						
2	Searcy	Searcy County	6502001	Leslie Elem Sch		X			A		
2	Searcy	Searcy County	6502005	Marshall Elem Sch		X			A		
2	Searcy	Searcy County	6502006	Marshall HS		X			A		
9	Grant	Sheridan	2705000		X						
9	Grant	Sheridan	2705018	East End Elem Sch		X			A		
9	Grant	Sheridan	2705019	Sheridan Elem Sch		X				C	
9	Grant	Sheridan	2705020	Sheridan Middle School		X			A		
9	Grant	Sheridan	2705021	Sheridan HS		X			A		
9	Grant	Sheridan	2705023	Sheridan Intermediate Sch		X			A		
9	Grant	Sheridan	2705024	East End Intermediate Sch		X			x		
8	Van Buren	Shirley	7104000		X						
8	Van Buren	Shirley	7104014	Shirley Elem Sch		X			A		
8	Van Buren	Shirley	7104015	Shirley HS		X			A		
10	Pulaski	SIA Tech	6052700				X				
10	Pulaski	SIA Tech	6052703	SIA Tech HS				X		C	
1	Benton	Siloam Springs	406000		X						
1	Benton	Siloam Springs	406045	Siloam Springs Interm.		X			A		
1	Benton	Siloam Springs	406046	Northside Elem		X			A		
1	Benton	Siloam Springs	406047	Southside East Elem		X			A		
1	Benton	Siloam Springs	406048	Delbert Allen Elem		X			A		
1	Benton	Siloam Springs	406049	Siloam Springs MS		X			A		
1	Benton	Siloam Springs	406050	Siloam Springs HS		X			A		
3	Lawrence	Sloan-Hendrix	3806000		X						
3	Lawrence	Sloan-Hendrix	3806018	Sloan-Hendrix Elem Sch		X			A		
3	Lawrence	Sloan-Hendrix	3806019	Sloan-Hendrix HS		X				C	
3	Lawrence	Sloan-Hendrix	3806020	Sloan-Hendrix MS		X			A		
6	Union	Smackover	7008000		X						
6	Union	Smackover	7008043	Smackover Elem		X			A		
6	Union	Smackover	7008045	Smackover HS		X			A		
8	Conway	So. Conway Co	1507000		X						
8	Conway	So. Conway Co	1507029	Morrilton Elem		X			A		

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
8	Conway	So. Conway Co	1507031	Morrilton Intermediate		X			A		
8	Conway	So. Conway Co	1507032	Morrilton Primary		X			A		
8	Conway	So. Conway Co	1507036	Morrilton HS		X			A		
8	Conway	So. Conway Co	1507037	Morrilton Junior HS		X			A		
3	Mississippi	So. Mississippi Co	4706000		X						
3	Mississippi	So. Mississippi Co	4706039	Luxora Elem		X				C	
3	Mississippi	So. Mississippi Co	4706040	Wilson Elem		X			A		
3	Mississippi	So. Mississippi Co	4706059	Keiser Elem		X				C	
3	Mississippi	So. Mississippi Co	4706066	Rivercrest HS		X				C	
9	Pike	So. Pike County	5504000		X						
9	Pike	So. Pike County	5504001	Delight Elem Sch		X			A		
9	Pike	So. Pike County	5504014	Murfreesboro Elem Sch		X			A		
9	Pike	So. Pike County	5504015	Murfreesboro HS		X					P
8	Van Buren	South Side	7105000		X						
8	Van Buren	South Side	7105018	South Side Elem Sch		X				C	
8	Van Buren	South Side	7105019	South Side HS		X			A		
2	Independence	Southside	3209000		X						
2	Independence	Southside	3209038	Southside Elem Sch		X				C	
2	Independence	Southside	3209039	Southside HS		X			A		
2	Independence	Southside	3209041	Southside Middle Sch		X			A		
2	Independence	Southside	3209042	Southside Junior High School		X			A		
6	Hempstead	Spring Hill	2906000		X						
6	Hempstead	Spring Hill	2906025	Spring Hill Elem. Sch		X				C	
6	Hempstead	Spring Hill	2906026	Spring Hill HS		X				C	
1	Washington	Springdale	7207000		X						
1	Washington	Springdale	7207040	Elmdale Elem		X			A		
1	Washington	Springdale	7207041	Jones Elem		X			A		
1	Washington	Springdale	7207042	RE Lee Elem		X			A		
1	Washington	Springdale	7207044	J Tyson Elem		X			A		
1	Washington	Springdale	7207046	Westwood Elem		X			A		
1	Washington	Springdale	7207047	Central JRHS		X			A		
1	Washington	Springdale	7207048	Southwest JRHS		X			A		
1	Washington	Springdale	7207049	Springdale HS		X			A		
1	Washington	Springdale	7207050	Parson Hills Elem		X			A		
1	Washington	Springdale	7207051	TG Smith Elem		X			A		
1	Washington	Springdale	7207052	Walker Eelm		X			A		
1	Washington	Springdale	7207053	George Elem		X			A		
1	Washington	Springdale	7207054	J.O. Kelly MS		X			A		
1	Washington	Springdale	7207055	H Tyson MS		X			A		
1	Washington	Springdale	7207057	B Young Elem		X			A		
1	Washington	Springdale	7207058	Harp Elem		X			A		
1	Washington	Springdale	7207059	Bayyari Elem		X			A		
1	Washington	Springdale	7207060	George JRHS		X			A		

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
1	Washington	Springdale	7207061	Hellstern MS		X			A		
1	Washington	Springdale	7207062	Har-Ber HS		X			A		
1	Washington	Springdale	7207063	Hunt Elem		X			A		
1	Washington	Springdale	7207064	Turnbow Elem		X			A		
1	Washington	Springdale	7207065	East/Monitor Elem		X			A		
1	Washington	Springdale	7207066	Willis Shaw Elem		X			A		
1	Washington	Springdale	7207067	Springdale Alt. School		X			A		
1	Washington	Springdale	7207068	Sonora Elem		X			A		
1	Washington	Springdale	7207069	Sonora MS		X			A		
1	Washington	Springdale	7207070	Lakeside JRHS		X			A		
5	Lincoln	Star City	4003000		X						
5	Lincoln	Star City	4003014	Brown Elem Sch		X				C	
5	Lincoln	Star City	4003015	Star City Middle Sch		X			A		
5	Lincoln	Star City	4003016	Star City HS		X			A		
6	Ouachita	Stephens	5206000		X						
6	Ouachita	Stephens	5206032	Stephens Elem		X				C	
6	Ouachita	Stephens	5206033	Stephens HS		X			A		
6	Union	Strong-Huttig	7009000		X						
6	Union	Strong-Huttig	7009048	Gardner-Strong Elem		X			A		
6	Union	Strong-Huttig	7009049	Strong HS		X			A		
5	Arkansas	Stuttgart	104000		X						
5	Arkansas	Stuttgart	104021	Park Avenue Elem Sch		X					P
5	Arkansas	Stuttgart	104023	Meekins Middle Sch		X					P
5	Arkansas	Stuttgart	104025	Stuttgart HS		X					P
5	Arkansas	Stuttgart	104026	Stuttgart JHS		X			A		
6	Miller	Texarkana	4605000		X						
6	Miller	Texarkana	4605019	College Hill Elem		X			A		
6	Miller	Texarkana	4605020	Fairview Elem		X			A		
6	Miller	Texarkana	4605021	Vera Kilpatrick Elem		X			A		
6	Miller	Texarkana	4605022	Union Elem		X			A		
6	Miller	Texarkana	4605024	College Hill MS		X			A		
6	Miller	Texarkana	4605025	North Heights JHS		X			A		
6	Miller	Texarkana	4605026	Arkansas HS		X			A		
6	Miller	Texarkana	4605027	Edward D. Trice Elem		X			A		
6	Miller	Texarkana	4605703	Washington Acad				X	A		
4	Poinsett	Trumann	5605000		X						
4	Poinsett	Trumann	5605001	Intermediate Sch 5-6		X				C	
4	Poinsett	Trumann	5605021	Cedar Park Elem Sch		X				C	
4	Poinsett	Trumann	5605023	Trumann HS		X			A		
4	Poinsett	Trumann	5605024	Intermediate Sch 7-8		X				C	

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
8	Yell	Two Rivers	7510000		X						
8	Yell	Two Rivers	7510019	Two Rivers HS		X			A		
8	Yell	Two Rivers	7510024	Two Rivers Elem		X			A		
2	Boone	Valley Springs	505000		X						
2	Boone	Valley Springs	505026	Valley Springs Elem Sch		X			A		
2	Boone	Valley Springs	505027	Valley Springs HS		X				C	
2	Boone	Valley Springs	505028	Valley Springs MS		X			A		
3	Craighead	Valley View	1612000		X						
3	Craighead	Valley View	1612047	Valley View Elem		X			A		
3	Craighead	Valley View	1612048	Valley View HS		X				C	
3	Craighead	Valley View	1612050	Valley View Interm		X			A		
3	Craighead	Valley View	1612051	Valley View JRHS		X				C	
7	Crawford	Van Buren	1705000		X						
7	Crawford	Van Buren	1705020	City Heights Elementary		X			A		
7	Crawford	Van Buren	1705022	King Elementary		X			A		
7	Crawford	Van Buren	1705025	Central Elem		X			A		
7	Crawford	Van Buren	1705026	Butterfield MS		X			A		
7	Crawford	Van Buren	1705027	Van Buren High		X				C	
7	Crawford	Van Buren	1705029	James Tate Elementary		X			A		
7	Crawford	Van Buren	1705030	Parkview Elementary		X			A		
7	Crawford	Van Buren	1705032	Rena Elementary		X			A		
7	Crawford	Van Buren	1705033	Northridge Middle		X			A		
8	Faulkner	Vilonia	2307000		X						
8	Faulkner	Vilonia	2307033	Vilonia Elem Sch		X			A		
8	Faulkner	Vilonia	2307034	Vilonia HS		X			A		
8	Faulkner	Vilonia	2307035	Vilonia Primary Sch		X			A		
8	Faulkner	Vilonia	2307036	Vilonia Junior HS		X			A		
8	Faulkner	Vilonia	2307037	Vilonia Middle Sch		X			A		
8	Faulkner	Vilonia	2307701	Vilonia Acad of Tech		X			A		
8	Faulkner	Vilonia	2307702	Academy of Serv & Tech		X			A		
2	Fulton	Viola	2503000		X						
2	Fulton	Viola	2503009	Viola Elem Sch		X			A		
2	Fulton	Viola	2503010	Viola HS		X			A		
7	Scott	Waldron	6401000		X						
7	Scott	Waldron	6401001	Waldron Elem Sch		X			A		
7	Scott	Waldron	6401003	Waldron HS		X			A		
7	Scott	Waldron	6401004	Waldron Middle Sch		X				C	
5	Bradley	Warren	602000		X						
5	Bradley	Warren	602014	Warren HS		X			A		
5	Bradley	Warren	602015	Warren MS		X			A		
5	Bradley	Warren	602701	Eastside New Vision Charter				X	A		
5	Bradley	Warren	602704	Brunson New V. Chtr Elem				X	A		
5	Jefferson	Watson Chapel	3509000		X						
5	Jefferson	Watson Chapel	3509063	Edgewood Elem Sch		X			A		

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
5	Jefferson	Watson Chapel	3509064	L. L. Owen Elem Sch		X			A		
5	Jefferson	Watson Chapel	3509066	Coleman Interm Sch		X			A		
5	Jefferson	Watson Chapel	3509067	Watson Chapel HS		X			A		
5	Jefferson	Watson Chapel	3509068	Watson Chapel Junior HS		X			A		
1	Washington	West Fork	7208000		X						
1	Washington	West Fork	7208060	West Fork Elem		X			A		
1	Washington	West Fork	7208061	West Fork MS		X				C	
1	Washington	West Fork	7208062	West Fork HS		X			A		
4	Crittenden	West Memphis	1803000		X						
4	Crittenden	West Memphis	1803025	Bragg Elem Sch		X			A		
4	Crittenden	West Memphis	1803026	Faulk Elem Sch		X			A		
4	Crittenden	West Memphis	1803027	Jackson Elem Sch		X				C	
4	Crittenden	West Memphis	1803028	Maddux Elem Sch		X			A		
4	Crittenden	West Memphis	1803029	Richland Elem Sch		X			A		
4	Crittenden	West Memphis	1803030	Weaver Elem Sch		X			A		
4	Crittenden	West Memphis	1803032	Wonder Elem Sch		X			A		
4	Crittenden	West Memphis	1803033	East Junior HS		X			A		
4	Crittenden	West Memphis	1803034	West Junior HS		X			A		
4	Crittenden	West Memphis	1803035	Wonder Junior HS		X			A		
4	Crittenden	West Memphis	1803036	West Memphis HS		X			A		
8	Cleburne	West Side	1204000		X						
8	Cleburne	West Side	1204014	West Side Elementary		X				C	
8	Cleburne	West Side	1204015	West Side HS		X				C	
8	Yell	Western Yell	7509000		X						
8	Yell	Western Yell	7509030	Western Yell Co. Elem		X			A		
8	Yell	Western Yell	7509033	Western Yell Co. HS		X			A		
3	Craighead	Westside	1602000		X						
3	Craighead	Westside	1602055	Westside HS		X			A		
3	Craighead	Westside	1602056	Westside Elem		X				C	
3	Craighead	Westside	1602058	Westside MS		X				C	
7	Johnson	Westside	3606000		X						
7	Johnson	Westside	3606025	Westside Elementary		X			A		
7	Johnson	Westside	3606026	Westside High		X			A		
4	White	White Co. Central	7304000		X						
4	White	White Co. Central	7304018	White Co Central Elem		X			A		
4	White	White Co. Central	7304019	White Co Central HS		X			A		
5	Jefferson	White Hall	3510000		X						
5	Jefferson	White Hall	3510076	White Hall HS		X			A		
5	Jefferson	White Hall	3510078	Hardin Elem Sch		X			A		
5	Jefferson	White Hall	3510079	Moody Elem Sch		X			A		
5	Jefferson	White Hall	3510080	Taylor Elem Sch		X			A		
5	Jefferson	White Hall	3510081	White Hall Junior HS		X			A		
5	Jefferson	White Hall	3510084	Gandy Elem Sch		X			A		
8	Conway	Wonderview	1505000		X						

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation
8	Conway	Wonderview	1505025	Wonderview Elem Sch		X			A		
8	Conway	Wonderview	1505026	Wonderview HS		X			A		
5	Cleveland	Woodlawn	1304000		X						
5	Cleveland	Woodlawn	1304014	Woodlawn Elem		X			A		
5	Cleveland	Woodlawn	1304015	Woodlawn HS		X			A		
4	Cross	Wynne	1905000		X						
4	Cross	Wynne	1905014	Wynne Primary		X			A		
4	Cross	Wynne	1905015	Wynne Intermediate		X			A		
4	Cross	Wynne	1905016	Wynne Jr. High		X			A		
4	Cross	Wynne	1905017	Wynne High		X					P
2	Marion	Yellville-Summit	4502000		X						
2	Marion	Yellville-Summit	4502005	Yellville-Summit Elem Sch		X			A		
2	Marion	Yellville-Summit	4502006	Yellville-Summit HS		X			A		
	Area	**Specialists**	**Area #**								
	Randall	Lawrence	1								
	David	Tumlison	2								
	Roy	Causbie	3								
	Mari Beth	Nokes	4								
	Brandon	Morrison	5								
	Tammy	Long	6								
	Timothy	Barnes	7								
	Shade	Gilbert	8								
	John	Calaway	9								
	Derryl	Evans	10								
1330				TOTALS	**241**	**1031**	**17**	**41**	**784**	**261**	**34**
	A	ACCREDITED	779								
	C	CITED	259								
	P	PROBATIONARY	33								
	P2	PROB YR TWO	3								
	PA	Program Approval	5								
		TOTAL	1079								
				Districts	258						
				Schools	1072				1079		
				Total	1330						

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Area	County	Sch District	LEA #	Sch Name	Regular Central Office	Regular School	Charter Central Office	Charter School	Accredited	Cited	Probation

ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 14, 2014

Mr. Billy Williams, Superintendent
Drew Central School District
250 University Dr.
Monticello, AR 71655

Re: Notice of Probationary Status Appeal Hearing (VIA CERTIFIED AND REGULAR MAIL)

Mr. Williams,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Drew Central High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 13, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Drew Central School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

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

An Equal Opportunity Employer

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central School District
2013/2014 School Year

Standards Annual Accreditation Report

Drew Central School District

Accreditation Status: Cited

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

Schools:

2202004 - Drew Central Elem. School - Accredited

2202005 - Drew Central High School - Probationary

2202007 - Drew Central Middle School - Cited

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	2202000	Job Not Certified: WOODARD, JUSTIN: 3050 Gifted/Talented Coordinator	ALP Licensure Completion Date: 09/01/2014	Cited

District Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	53
03	58
04	59
05	80
06	63
07	71
08	93
09	83
SS	3
K	71
10	68
11	61
12	53

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
890	180	37415

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
3.00	3.00	0.00	3.00

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central Elem. School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central Elem. School

Accreditation Status: Accredited

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	53
03	58
04	59
K	71

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
315	60	13229

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central High School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central High School

Accreditation Status: Probationary

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	2202005	Required Course(s) missing: Foreign Language OSR visit 11/21/13		Probationary
Provisional License	X	15.03.6	2202005	Provisional License: CANADY, SUSAN Spanish I (Spanish I)		

School Details Summary

Student Enrollment

Grade Level	Student Count
09	83
10	68
11	61
12	53
SS	3

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
268	60	10957

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central Middle School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central Middle School

Accreditation Status: Cited

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	2202007	Job Not Certified: WATSON, SARA: 377110 Language Arts Grade 7	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	2202007	Job Not Certified: MAGGARD, JESSICA: 388210 Science Grade 8	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: WATSON, SARA: 377310 Mathematics Grade 7	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
05	80
06	63
07	71
08	93

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
307	60	13229

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central School District
2013/2014 School Year

Standards Annual Override Report

Drew Central School District

Accreditation Status: Cited

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

Schools:

2202004 - Drew Central Elem. School - Accredited

2202005 - Drew Central High School - Probationary

2202007 - Drew Central Middle School - Cited

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Secondary Course Offerings	2202000	Required Course(s) missing : Arkansas History.			C
9.03.3	IV	Secondary Course Offerings	2202000	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Grade Level	2202005	Grade Level: HOLLEY, JOY 9th Grade Math Portfolio (9th Grade Math Portfolio)			G
9.03.3	IV	Grade Level	2202007	Grade Level: KLOAP, JOHN General Music Grade 8 (8th Performing Arts (7th per))			G
15.03.3	X	Job Not Certified	2202004	Job Not Certified: COLLIER, BRANDIE 211510 Grade 1 Visual Arts (Art 1st Grade)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	2202005	Job Not Certified: ATKINS, LATANZA 415000 Journalism I (Journalism I)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	2202005	Job Not Certified: ATKINS, LATANZA 415010 Journalism II (Journalism II)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	2202007	Job Not Certified: BROCK, QUION: 358850 Health and Safety 5-8 (combination)	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	2202007	Job Not Certified: HEWITT, SARAH: 355010 Grade 5	ALP Licensure Completion Date: 09/01/2014		C
15.03.3	X	Job Not Certified	2202007	Job Not Certified: HEWITT, SARAH: 355110 Language Arts Grade 5	ALP Licensure Completion Date: 09/01/2014		C
15.03.3	X	Job Not Certified	2202007	Job Not Certified: HEWITT, SARAH: 355310 Mathematics Grade 5	ALP Licensure Completion Date: 09/01/2014		C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (1st)), but MAGGARD, JESSICA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (2nd)), but MAGGARD, JESSICA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (4th)), but MAGGARD, JESSICA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (5th)), but MAGGARD, JESSICA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (6th)), but MAGGARD, JESSICA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Language Arts Grade 7 (7th English (6th per)), but WATSON, SARA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7TH HONORS MATH (1ST PER)), but WATSON, SARA is not Highly Qualified Teacher			C

.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (2nd per)), but WATSON, SARA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (3rd per)), but WATSON, SARA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (4th per)), but WATSON, SARA is not Highly Qualified Teacher			C
15.03.1	X	Personnel Not Certified	2202004	Personnel Not Certified: SPENCE, DENISE 9020 Speech Language Pathologist			J
15.03.1	X	Personnel Not Certified	2202004	Personnel Not Certified: SPENCE, DENISE 9020 Speech Language Pathologist			J
15.03.1	X	Personnel Not Certified	2202007	Personnel Not Certified: JACKSON, RYAN 9020 Speech Language Pathologist			J
15.03.1	X	Personnel Not Certified	2202007	Personnel Not Certified: JACKSON, RYAN 9020 Speech Language Pathologist			J
10.02.4	V	Class Size: Grades 4-6	2202007	Class Resource Math with teacher GREENWOOD, REBECCA exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	2202007	Class Resource Reading with teacher GREENWOOD, REBECCA exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)			C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

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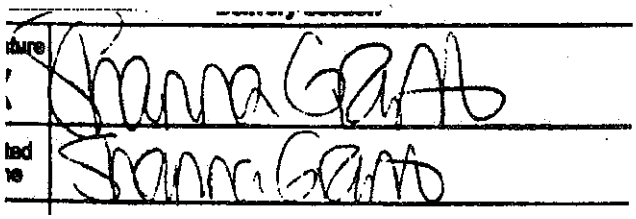

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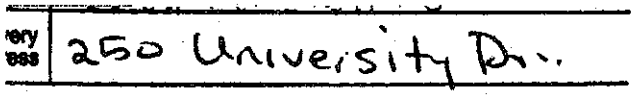

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Annual Accreditation Report | Billy | Williams | Drew Central | BM

Master Schedule List

5 - Drew Central High School

Course	Section	Description	House/ Team	Period	Track	Teacher	Room	Grades	Max Seats	Marking Periods	Seats Used	Days
43500A	1	ALE Bridge to Algebra II	-	6		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	4	M,T,W,R,F
43500A	2	ALE Bridge to Algebra II	-	5		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	2	M,T,W,R,F
43500A	3	ALE Bridge to Algebra II	-	3		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	1	M,T,W,R,F
43500A	4	ALE Bridge to Algebra II	-	2		Chisom, Terri	ALE	10, 11, 12	28	1,2,3,4	1	M,T,W,R,F
43500A	5	ALE Bridge to Algebra II	-	4		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	2	M,T,W,R,F
						Total Requests: 0			**Total Course Seats:** 72		**Total Used Seats:** 10	
439090	1	Linear Systems & Statistics		2		Brown, C	MS412	10, 11, 12	28	1,2,3,4	28	M,T,W,R,F
439090	2	Linear Systems & Statistics		7		Brown, C	MS412	10, 11, 12	28	1,2,3,4	6	M,T,W,R,F
						Total Requests: 33			**Total Course Seats:** 56		**Total Used Seats:** 34	
440000	1	Spanish I		3		Canady, Sarah	515	09, 10, 11, 12	15	1,2	11	M,T,W,R,F
						Total Requests: 15			**Total Course Seats:** 15		**Total Used Seats:** 11	
440020	1	Spanish II		3		Canady, Sarah	515	09, 10, 11, 12	15	3,4	11	M,T,W,R,F
						Total Requests: 15			**Total Course Seats:** 15		**Total Used Seats:** 11	
450000	1	Art I	-	1		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	19	M,T,W,R,F
450000	2	Art I	-	3		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	13	M,T,W,R,F
450000	3	Art I	-	4		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	18	M,T,W,R,F
450000	4	Art I	-	5		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	17	M,T,W,R,F
						Total Requests: 59			**Total Course Seats:** 80		**Total Used Seats:** 67	
450030	1	Art II	-	6		Sass, Cynthia	ART	10, 11, 12	10	1,2,3,4	8	M,T,W,R,F
						Total Requests: 15			**Total Course Seats:** 10		**Total Used Seats:** 8	
450040	1	Art III	-	6		Sass, Cynthia	ART	11, 12	10	1,2,3,4	10	M,T,W,R,F
						Total Requests: 6			**Total Course Seats:** 10		**Total Used Seats:** 10	

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Educator Licensure

Activity: * 07/02/2013 - 14:49:02 | License Application - Teacher Certification - Provisional Professional | Issued

* - Current Issued License

This is the most recently issued license.

Applicant Information

First Name: SARAH **Middle Name:** MICHELLE **Last Name:** CANADY **Maiden Name:** LAWSON

Application Date: 6/26/2013

Ethics Violations Viewable Under Act 1323 of 2013: None

Educator Licensure

Status: Approved

Issue Date: 10/1/2013 **License Effective Date:** 8/1/2013 **License Expiration Date:** 7/31/2016

Status Effective Date: Status Expiration Date:

Non-Criminal Background Information (NCBC)

Background Checks
Check Status: **Approved** Last Check Date: **9/25/2013**

Child Maltreatment Central Registry Check
Check Status: **Approved** Last Check Date: **8/7/2013**

NOTICE TO EDUCATORS: A NEW BACKGROUND AND CMCR CHECK ARE REQUIRED WHEN YOU CHANGE EMPLOYMENT OR RENEW YOUR LICENSE

Licensure Areas

Area	Description	GL	GH	Status	Status Date	Issue License Type	Original Date	Effective Date	Expiration Date
Applying Type : Teacher Certification									
004	Spanish	7	12	Approved	10/1/2013	Provisional Professional	8/1/2013	8/1/2013	7/31/2016

Applicant Payments

Date	Receipt	Description	Approval	Debit	Credit	Balance
No Applicant Payment Transactions on Record						

Activity Fees

Date	Description	Debit	Credit	Balance
No Activity Fee Transactions on Record				

Local Education Agencies (LEAs):

LEA #	Name
No LEAs on Record	

ALP Waivers:

Start Year	ALP Code	Out of Area	Status
No waivers were found for applicant.			

1 Page size: 10 0 items in 1 page(s)

- Employed through the Co-op
- 3yrs of experience to get lic.

RECEIVED
OCT 15 2013

DISTRICT LEA# 2202

STANDARDS ASSURANCE

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Drew Central School District in Drew County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Drew Central School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

DISTRICT LEA# 2202

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: _____ Date: 10-15-13

Superintendent's Signature: Billy Williams Date: 10-15-13

Superintendent's Name (printed): Billy Williams

District Contact Person (Name/title): Billy Williams, Superintendent

Phone # 870-367-5369 E-mail Address: billy.williams@drewcentral.org

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

DREW CENTRAL SCHOOLS

250 University Drive
MONTICELLO, ARKANSAS 71655

(870) 367-5369

Fax (870) 367-1932

RECEIVED
COMMISSIONER'S OFFICE
MAY 13 2014
DEPARTMENT OF EDUCATION

May 8, 2014

Dr. Kimbrell and Members of the State Board of Education,

During the Standards Review Visit on November 21, 2013 the Standards Review Team found evidence that Drew Central High School was not offering the proper Spanish II class second semester. The high school counselor had enrolled students in courses she thought were approved and accredited as high school Spanish courses which were to be taught as Spanish I first semester and Spanish II the second semester. Most of the students enrolled in the class had taken Spanish I with a regular classroom teacher the year before but the teacher thought the students needed an additional Spanish I course before starting the Spanish II class through the Distance Learning Lab.

The Standards Assurance team members questioned the master schedule because the Spanish I and II courses listed were semester courses instead of the year long courses. The team determined DCHS had potentially violated Rules and Regulation 9.03.4.4 because two units of the same foreign language were not being offered on the master schedule at the beginning of the school year. The high school counselor contacted the provider and found out the initial Distance Learning Calendar did say "high school credit" for both Spanish I and Spanish II during the time slot our students attended Spanish I but it was later changed to Spanish I on a later distance learning calendar. She immediately contacted other providers and was able to secure a double-blocked, Spanish II course taught by a licensed teacher (Attachment 1) to offer our students for the second semester (Attachment 2& 2A). All of the students who had completed Spanish I during the 2012-13 school year were provided the opportunity to complete Spanish II during the blocked periods. This is no different than what other schools offer who use the 4x4 or modified block schedule. All of this was completed by December 13th which was before the beginning date of the second semester. It should also be noted there has been confusion about the first semester teacher, Sarah Michelle Lawson (Canady), but it was due to her marrying and changing her name so a copy of her teaching license is included as well (Attachment 3).

Drew Central High School and district personnel corrected the situation before the first day of the new semester, January 6, 2014. If the Standards Assurance team had not visited, the students and CIV Lab Assistant would have notified the counselor and/or principal that the course was remaining Spanish I. During the time we were making the corrections, we contacted by phone and e-mail the Standards Assurance Office personnel and asked if this would take care of the "potential probationary issue" as it was listed on the Standards Assurance On-Campus Standards Review Form given to us on November 21, 2013 (Attachment 4).

The last phone call was made the week of December 16 with the counselor, principal, superintendent, and director of instruction all in the room on a conference call with Johnie Walters explaining how the mistake had been

corrected for the second semester. A definite answer was never given about the probationary status but we moved forward with our correction plan so that our students would receive Spanish II the second semester. When I returned to school on January 6th, I had received a letter dated December 19th with an attachment noting the probationary status and the comment to correct it by the beginning of the next academic school year (Attachment 5). The district corrected the situation within two school weeks of the discovery so none of our students were academically jeopardized. The Probationary Status was not posted on the accreditation report on the ADE Data website or on the initial accreditation report received in the district on March 12, 2014 (Attachment 6) so we thought our actions prior to December 19th had corrected the problem since it was before October 15th of the next school year.

I am requesting the Commissioner and the State Board of Education to recognize the Drew Central High School personnel's diligence in correcting the situation before the next semester and to rescind the Probationary Status. The supporting evidence is included in the packet as well.

Sincerely,

Billy Williams

Billy Williams

Attachment 1

Educator Licensure

Activity: * 04/02/2014 - 9:04:30 | Add a Degree | Issued

* - Current Issued License

This is the most recently issued license.

Applicant Information

First Name: DAVID **Middle Name:** RAY **Last Name:** NANCE **Maiden Name:**

Application Date: 4/2/2014

Ethics Violations Viewable Under Act 1323 of 2013: None

Educator Licensure

Status: Approved

Issue Date: 4/2/2014 **License Effective Date:** 1/1/2013 **License Expiration Date:** 12/31/2017

Status Effective Date: **Status Expiration Date:**

Non-Criminal Background Information (NCBC)

Background Checks
Check Status: **Approved** Last Check Date: **9/30/2013**

Child Maltreatment Central Registry Check
Check Status: **Approved** Last Check Date: **7/31/2013**

NOTICE TO EDUCATORS: A NEW BACKGROUND AND CMCR CHECK ARE REQUIRED WHEN YOU CHANGE EMPLOYMENT OR RENEW YOUR LICENSE

Licensure Areas

Note: Indicates a Reciprocity Area

Area	Description	GL	GH	Status	Status Date	Issue License Type	Original Date	Effective Date	Expiration Date
Applying Type : Teacher Certification									
004	Spanish	7	12	Approved	8/8/2007	Standard		1/1/2013	12/31/2017
167	Social Studies	7	12	Pending					

Applicant Payments

Date	Receipt	Description	Approval	Debit	Credit	Balance
11/7/2012	004887	INA	2238114		$100.00	$100.00
11/29/2012		Funds Allocated		$100.00		$0.00

Activity Fees

Date	Description	Debit	Credit	Balance
No Activity Fee Transactions on Record				

Local Education Agencies (LEAs):

LEA #	Name
1602000	WESTSIDE CONS. SCH DIST(CRAIGH

ALP Waivers:

Start Year	ALP Code	Out of Area	Status
No waivers were found for applicant.			

1 Page size: 10 0 items in 1 pages

Attachment 2

5/8/2014

Student Schedule

Student ID	Name	Gr	Hrm	Team	Counselor	Locker
[redacted]	[redacted]	12	117		Edmonds, Cathy	210*

Period	Course-Section	Description	Marking Periods	Days	Room	Teacher	Building
1	999830 - 1	Student Ambassador	1,2	M,T,W,R,F	512	Edmonds, Cathy	5
1	474300 - 1	Economics	3,4	M,T,W,R,F	507	McCone, Kristin	5
2	439090 - 1	Linear Systems & Statistics	1,2	M,T,W,R,F	MS412	Brown, C	5
2	43500A - 4	ALE Bridge to Algebra II	3,4	M,T,W,R,F	ALE	Chisom, Terri	5
3	440000 - 1	Spanish I	1,2	M,T,W,R,F	515	Canady, Sarah	5
3	43500A - 3	ALE Bridge to Algebra II	3,4	M,T,W,R,F	ALE	Chisom, Terri	5
4	492150 - 1	DC I-Digital Layout and Design	1,2	M,T,W,R,F	BUS_2	Birch, Nelwyn	5
4	492160 - 1	DC II-Digital Imaging	3,4	M,T,W,R,F	BUS_2	Birch, Nelwyn	5
5	413000 - 2	English 12	1,2,3,4	M,T,W,R,F	508	Steinman, Tracy	5
6	414000 - 1	Oral Communication	1,2	M,T,W,R,F	508	Steinman, Tracy	5
* 6 - 7	440020 - 2	Spanish II	3,4	M,T,W,R,F	117	Nance, David	5

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This report is for internal use only. Do not use outside of the district.

5 - Drew Central High School

Course	Section	Description	House/ Team	Period	Track	Teacher	Room	Grades	Max Seats	Marking Periods	Seats Used	Days
43500A	1	ALE Bridge to Algebra II	-	6		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	4	M,T,W,R,F
43500A	2	ALE Bridge to Algebra II	-	5		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	2	M,T,W,R,F
43500A	3	ALE Bridge to Algebra II	-	3		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	1	M,T,W,R,F
43500A	4	ALE Bridge to Algebra II	-	2		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	0	M,T,W,R,F
43500A	5	ALE Bridge to Algebra II	-	4		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	1	M,T,W,R,F
43500A	6	ALE Bridge to Algebra II	-	1-2		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	0	M,T,W,R,F
43500A	7	ALE Bridge to Algebra II	-	7		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	0	M,T,W,R,F
						Total Requests: 0		**Total Course Seats:** 74		**Total Used Seats:** 8		
439090	1	Linear Systems & Statistics	-	2		Brown, C	MS412	10, 11, 12	28	1,2,3,4	28	M,T,W,R,F
439090	2	Linear Systems & Statistics	-	7		Brown, C	MS412	10, 11, 12	28	1,2,3,4	4	M,T,W,R,F
						Total Requests: 33		**Total Course Seats:** 56		**Total Used Seats:** 32		
440000	1	Spanish I	-	3		Canady, Sarah	515	09, 10, 11, 12	15	1,2,3,4	9	M,T,W,R,F
						Total Requests: 15		**Total Course Seats:** 15		**Total Used Seats:** 9		
440020	1	Spanish II	-	3		Staff	515	09, 10, 11, 12	15	3,4	0	M,T,W,R,F
440020	2	Spanish II	-	6/7		Nance-Davis, [illegible]	[illegible]	10, 11, 12	28	3,4	3	M,T,W,R,F
						Total Requests: 15		**Total Course Seats:** 43		**Total Used Seats:** 3		
450000	1	Art I	-	1		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	18	M,T,W,R,F
450000	2	Art I	-	3		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	11	M,T,W,R,F
450000	3	Art I	-	4		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	16	M,T,W,R,F
450000	4	Art I	-	5		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	18	M,T,W,R,F
						Total Requests: 60		**Total Course Seats:** 80		**Total Used Seats:** 63		

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Attachment 2A

Attachment 3

ARKANSAS
DEPARTMENT OF EDUCATION
EDUCATOR'S LICENSE

SARAH MICHELLE LAWSON

MASTERS

CODE	AREA	TYPE	GRADE LEVEL	VALID FROM	VALID TO
004	Spanish	Provisional Professional -- Invalid Below this line --	7 - 12	8/1/2013	7/31/2016

COMMISSIONER OF EDUCATION

COORDINATOR, EDUCATOR LICENSURE

Attachment 4

Arkansas Department of Education
Standards Assurance On-Campus Standards Review (OSR) Form

School District Drew Central Date 11/21/13 Superintendent _____ Phone Number 870-367-6076

Discussion Areas

#139 - Spanish I, II - Required 3 units
2 units of same foreign language.

⊗ Potential probationary issue ⊗

Standards Team

Billy Williams
Superintendent

Standards Team

Melissa Vincent
Principal

D Evans
Standards Team

11-21-13
Date

10/12/12 mbn

Attachment 5
p.1

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education
Brenda Gullett
Fayetteville
Chair
Sam Ledbetter
Little Rock
Vice Chair
Dr. Jay Barth
Little Rock
Joe Black
Newport
Alice Mahony
El Dorado
Toyce Newton
Crossett
Mireya Reith
Fayetteville
Vicki Saviers
Little Rock
Diane Zook
Melbourne

December 19, 2013

Billy Williams, Superintendent
Drew Central School District
250 University Dr.
Monticello, Arkansas 71655

RE: OSR Monitoring Visit

Dear Mr. Williams:

On behalf of the review team, I wish to express our appreciation to you and your staff for the professional courtesy and hospitality received during our recent On-campus Standards Review of Drew Central High School on November 21, 2013. Enclosed is the official standards report which includes identified violations. Please note all timelines for responding to and correcting any violation(s). Please forward copies to respective building level administrators.

If you have any questions or need assistance, please contact this office at (501) 682-4380.

Sincerely,

Brandon Morrison

Brandon Morrison, Specialist
Standards Assurance Unit

Enclosures

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

An Equal Opportunity Employer

School _____

ARKANSAS DEPARTMENT OF EDUCATION - PUBLIC SCHOOLS
ON-CAMPUS STANDARDS REVIEW (OSR) CHECKLIST

LEA: 2202005 District: Drew Central School: Drew Central High School

Superintendent: Billy Williams Principal: Melissa Vincent

Grade Levels: 9-12 Enrollment Date: November 21, 2013

Rev. 08/13/2013

STANDARDS FOR ACCREDITATION							
Item	Status	Rule	Standard	Documentation	Compliance		*Comments/ Evidence*
					Yes	No	
139	S/P	IV. 9.03.4.4 24.17	Foreign Languages--2 units of the same language 440000 - 447010	New_Mastersched APSCN, COGNOS, eSchool and or Demographics report, class schedules, lesson plans. (2)		X	Must be corrected by October 15 of the next academic year.

Cathy Schedule

Attachment S P. 2

Status: S=School D=District C=Cited P=Probation Policies must have an adoption date. (1) Documentation at District Office (2) Documentation at School

Attachment 6

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central School District
2013/2014 School Year

Standards Annual Accreditation Report

Drew Central School District

Accreditation Status:

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

Schools:

2202004 - Drew Central Elem. School -

2202005 - Drew Central High School -

2202007 - Drew Central Middle School -

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	2202000	Required Course(s) missing : Arkansas History		
Secondary Course Offerings	IV	9.03.3	2202000	Required Course(s) missing : Computer Based Applications		
Job Not Certified	X	15.03.3	2202000	Job Not Certified: WOODARD, JUSTIN: 3050 Gifted/Talented Coordinator	ALP Licensure Completion Date: 09/01/2014	

District Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	53
03	58
04	59
05	80
06	63
07	71
08	93
09	83
SS	3
K	71
10	68
11	61
12	53

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
890	180	37415

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
3.00	3.00	0.00	3.00

Attachment 6 p2/5

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central Elem. School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central Elem. School

Accreditation Status:

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Personnel Not Certified	X	15.03.1	2202004	Personnel Not Certified: SPENCE, DENISE 9020 Speech Language Pathologist		
Job Not Certified	X	15.03.3	2202004	Job Not Certified: COLLIER, BRANDIE 211510 Grade 1 Visual Arts (Art 1st Grade)	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	53
03	58
04	59
K	71

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
315	60	13229

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

Attachment 6
p 3/5

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central High School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central High School

Accreditation Status:

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	2202005	Job Not Certified: ATKINS, LATANZA 415000 Journalism I (Journalism I)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	2202005	Job Not Certified: ATKINS, LATANZA 415010 Journalism II (Journalism II)	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	2202005	Provisional License: CANADY, SUSAN Spanish I (Spanish I)		
Grade Level	IV	9.03.3	2202005	Grade Level: HOLLEY, JOY 9th Grade Math Portfolio (9th Grade Math Portfolio)		

School Details Summary

Student Enrollment

Grade Level	Student Count
09	83
10	68
11	61
12	53
SS	3

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
268	60	10957

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

Attachment 6
p4/5

ARKANSAS DEPARTMENT OF EDUCATION

Drew Central Middle School
2013/14 School Year

Standards Annual Accreditation Report

Drew Central Middle School

Accreditation Status:

District:

2202000 - Drew Central School District

Superintendent Billy Williams

250 University Drive

Monticello , AR 71655

870-367-5369

ADE Standards Assurance Supervisor:

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Class Size: Grades 4-6	V	10.02.4	2202007	Class Resource Math with teacher GREENWOOD, REBECCA exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)		
Class Size: Grades 4-6	V	10.02.4	2202007	Class Resourse Reading with teacher GREENWOOD, REBECCA exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)		
Personnel Not Certified	X	15.03.1	2202007	Personnel Not Certified: JACKSON, RYAN 9020 Speech Language Pathologist		
Job Not Certified	X	15.03.3	2202007	Job Not Certified: HEWITT, SARAH: 355010 Grade 5	ALP Licensure Completion Date: 09/01/2014	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: HEWITT, SARAH: 355110 Language Arts Grade 5	ALP Licensure Completion Date: 09/01/2014	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: HEWITT, SARAH: 355310 Mathematics Grade 5	ALP Licensure Completion Date: 09/01/2014	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: BROCK, QUION: 358850 Health and Safety 5-8 (combination)	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: WATSON, SARA: 377110 Language Arts Grade 7	ALP Licensure Completion Date: 09/01/2015	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: MAGGARD, JESSICA: 388210 Science Grade 8	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	2202007	Job Not Certified: WATSON, SARA: 377310 Mathematics Grade 7	ALP Licensure Completion Date: 09/01/2016	
Grade Level	IV	9.03.3	2202007	Grade Level: KLOAP, JOHN General Music Grade 8 (8th Performing Arts (7th per))		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Language Arts Grade 7 (7th English (6th per)), but WATSON, SARA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7TH HONORS MATH (1ST PER)), but WATSON, SARA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (2nd per)), but WATSON, SARA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (3rd per)), but WATSON, SARA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Mathematics Grade 7 (7th Math (4th per)), but WATSON, SARA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (1st)), but MAGGARD, JESSICA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (2nd)), but MAGGARD, JESSICA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (4th)), but MAGGARD, JESSICA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (5th)), but MAGGARD, JESSICA is not Highly Qualified Teacher		
High Qualified Teacher (HQT)	X	15.03.3	2202007	Highly Qualified Teacher Required for course Science Grade 8 (8th Science (6th)), but MAGGARD, JESSICA is not Highly Qualified Teacher		

School Details Summary

Attachment 6 p 5/5

Student Enrollment

Grade Level	Student Count
05	80
06	63
07	71
08	93

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
307	60	13229

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

Johnie Walters (ADE)

From: Kim Greer <Kim.Greer@drewcentral.org>
Sent: Tuesday, May 20, 2014 3:13 PM
To: Johnie Walters (ADE)
Cc: Billy Williams
Subject: Drew Central School Dist
Attachments: Drew Central School District.pdf

Importance: High

Johnie,

Please see the attachment regarding additional information for the Drew Central appeal.

Sincerely,

Kim Greer

--

This message has been scanned for viruses and dangerous content by **MailScanner**, and is believed to be clean.

DREW CENTRAL SCHOOLS

250 University Drive
MONTICELLO, ARKANSAS 71655

(870) 367-6369

Fax (870) 367-1932

RECEIVED
MAY 20 2014
STANDARDS ASSURANCE

May 15, 2014

Dr. Kimbrell and Members of the State Board of Education,

Please find enclosed three additional documents for the Drew Central School District Appeal regarding the Standards for Accreditation. The first document (Attachment 7B), The Master Schedule List, dated 11/18/13 for Drew Central High School shows that both Spanish I and Spanish II were listed on the master schedule at the beginning of the 2013-14 School Year. The schedule also shows across the dark line where it was being offered by semester, Spanish I the first semester and Spanish II the second semester. The issue of the two courses being offered as two separate year- long courses was resolved by December 13, 2013.

The second document (Attachment 8B), is The Master Schedule List from another school district. This document verifies that other districts across the state do not reflect both Spanish I and II as courses being taught on the first day of school, August 19, 2013, but as semester courses taught as a block which is how we corrected our situation.

The third document (Attachment 9B), is the Explanation of Violations that was enclosed with the Initial Accreditation Report. The list does not include the lack of offering two courses of the same foreign languages but only the probation status of not offering other required secondary courses. The probationary status was not listed on our initial accreditation report; therefore, we thought our actions to rectify the situation in December had corrected everything in a timely manner which was before the next semester and definitely before October 15th of the next school year.

Sincerely,

Billy Williams

Billy Williams
Superintendent

Master Schedule List

5 - Drew Central High School

Course	Section	Description	House/ Team	Period	Track	Teacher	Room	Grades	Max Seats	Marking Periods	Seats Used	Days
43500A	1	ALE Bridge to Algebra II	-	6		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	4	M,T,W,R,F
43500A	2	ALE Bridge to Algebra II	-	5		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	2	M,T,W,R,F
43500A	3	ALE Bridge to Algebra II	-	3		Chisom, Terri	ALE	10, 11, 12	10	1,2,3,4	1	M,T,W,R,F
43500A	4	ALE Bridge to Algebra II	-	2		Chisom, Terri	ALE	10, 11, 12	28	1,2,3,4	1	M,T,W,R,F
43500A	5	ALE Bridge to Algebra II	-	4		Chisom, Terri	ALE	10, 11, 12	12	1,2,3,4	2	M,T,W,R,F
						Total Requests: 0		**Total Course Seats:** 72			**Total Used Seats:** 10	
439090	1	Linear Systems & Statistics	-	2		Brown, C	MS 12	10, 11, 12	28	1,2,3,4	28	M,T,W,R,F
439090	2	Linear Systems & Statistics	-	1		Brown, C	MS 12	10, 11, 12	28	1,2,3,4	6	M,T,W,R,F
						Total Requests: 33		**Total Course Seats:** 56			**Total Used Seats:** 34	
440000	1	Spanish I	-	3		Canady, Sarah	515	09, 10, 11, 12	15	1,2	11	M,T,W,R,F
						Total Requests: 15		**Total Course Seats:** 15			**Total Used Seats:** 11	
440020	1	Spanish II	-	6		Canady, Sarah	515	09, 10, 11, 12	16	1,2	10	M,T,W,R,F
						Total Requests: 15		**Total Course Seats:** 16			**Total Used Seats:** 10	
450000	1	Art I	-	1		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	19	M,T,W,R,F
450000	2	Art I	-	3		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	13	M,T,W,R,F
450000	3	Art I	-	4		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	18	M,T,W,R,F
450000	4	Art I	-	5		Sass, Cynthia	ART	09, 10, 11, 12	20	1,2,3,4	17	M,T,W,R,F
						Total Requests: 59		**Total Course Seats:** 80			**Total Used Seats:** 67	
450030	1	Art II	-	6		Sass, Cynthia	ART	10, 11, 12	10	1,2,3,4	8	M,T,W,R,F
						Total Requests: 7		**Total Course Seats:** 10			**Total Used Seats:** 8	
450040	1	Art III	-	6		Sass, Cynthia	ART	11, 12	10	1,2,3,4	10	M,T,W,R,F
						Total Requests: 6		**Total Course Seats:** 10			**Total Used Seats:** 10	

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Greenlee Palmer

Enclosed is the original schedule received on November 21, 2013 reflecting that both Spanish I and II were in the master schedule at 0645.

BWms

Attachment 7B

FALL TERM 2013

TEACHER		1st Period			2nd Period			3rd Period			4th Period		
	Course Name	Sect #	COURSE #	Course Name	Sect #	COURSE #	Course Name	Sect #	COURSE #	Course Name	Sect #	COURSE #	
PEREZ	CONFERNCE		999000	SPANISH I	1	20	440000	SPANISH I	2	19	440000	SPANISH I	3	24	440000
BONFANTI	CONFERNCE		999000	FRENCH I	1	24	441000	FRENCH I	2	17	441000	FRENCH I	3	15	441000

SPRING TERM 2014

TEACHER		1st Period			2nd Period			3rd Period			4th Period		
	Course Name	Sect #	Course #	Course Name	Sect #	Course #	Course Name	Sect #	Course #	Course Name	Sect #	Course #	
PEREZ	CONFERENCE		999800	SPANISH II	1	440020	SPANISH II	2	440020	SPANISH II	3	440020	
BONFANTI	CONFERENCE		999800	FRENCH I	1	441010	FRENCH II	2	441010	FRENCH II	3	441010	

- Verification that public high schools in Arkansas are not required to teach foreign language in both fall and spring semester or on the first day of school (August 19, 2013).
- Drew Central Schools did offer the 38 credit units required of public schools in the State of Arkansas which included 2 foreign language credits of the same language.
- Our Spanish I was offered as a year long course, fall and spring. Our Spanish 2 was offered in the spring only as a double period class for 1 full credit with the required time of a Carnegie unit.

Attachment 8B

Attachment 9B

EXPLANATION OF VIOLATIONS/CITATIONS

Exception Code	Exception Description	Standard	Rule	Status	Timeline
2400	SECNDARY COURSES	IV.	9.03.3	P	Must be corrected by the first day of the next semester
3210	KIND. CLASS SIZE	V.	10.02.2	P	Must be corrected within 30 days
3220	1-3 CLASS SIZE	V.	10.02.3	P	Must be corrected within 30 days
3230	4-6 CLASS SIZE	V.	10.02.4	P	Must be corrected within 30 days
3240	7-12 CLASS SIZE	V.	10.02.5	P	Must be corrected within 30 days
3241	7-12 TOTAL STUD.	V.	10.02.5	P	Must be corrected within 30 days

- This explanation of violations/citations was attached to our initial ACCreditation report received on March 12, 2014.
- It does not address the foreign language course, just secondary courses.
- Drew Central School corrected the potential probationary issue by December 13, 2013 which was before the start of the next (spring) semester.
- No DCHS students were penalized or lost credit due the Spanish II course not beginning on Monday, August 19, 2013.

Burns

9231	LIB/MEDIA FTE	XI.	16.02.3	P	Must be corrected by the first day of the next semester
9241	TOTL BOOK VOLUME	XI.	16.02.4	P	Must be corrected by October 15
9410	NO SCHOOL NURSE	XI.	16.03.1	P	Must be corrected by the first day of the next semester
13000	NO G/T	XIII.	18.01	P	Must be corrected by the first day of the next semester
13100	NOT AP APPROVED	IV.	9.03.4.10	C	Must be completed by ATP deadline

* **Status**: C or P for cited or probationary violation of standard (03/07/14)

ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 09, 2014

Ms. Carolyn Wilson, Superintendent
Cross County School District
21 CR 215
Cherry Valley, AR, 72324

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Ms. Wilson,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Cross County New Tech High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 08, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014, in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Cross County School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Cross County School District
2013/2014 School Year

Standards Annual Accreditation Report

Cross County School District

Accreditation Status:

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3338

Schools:

1901701 - Cross County Ele Tech Academy - Accredited

1901703 - Cross Cnty High A New Tech Sch - Probationary

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	56
02	53
03	37
04	54
05	46
06	60
07	49
08	55
09	50
EE	7
K	54
10	53
11	47
12	45

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
666	120	21390

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
1.95	2.00	0.00	2.00

ARKANSAS DEPARTMENT OF EDUCATION

Cross County Ele Tech Academy
2013/14 School Year

Standards Annual Accreditation Report

Cross County Ele Tech Academy

Accreditation Status: Accredited

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3338

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	56
02	53
03	37
04	54
05	46
06	60
EE	7
K	54

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
367	60	10122

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.95	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Cross Cnty High A New Tech Sch
2013/14 School Year

Standards Annual Accreditation Report

Cross Cnty High A New Tech Sch

Accreditation Status: Probationary

District:

1901000 - Cross County School District

Superintendent M Wilson

21 Cr 215

Cherry Valley , AR 72324

870-588-3336

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	1901703	Required Course(s) missing: Social Studies Elective OSR Visit 1/30/14		Probationary
Job Not Certified	X	15.03.3	1901703	Job Not Certified: METTLER, MELISSA: 6030 Guidance Counselor	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	1901703	Job Not Certified: METTLER, MELISSA: 6030 High School Guidance Counselor	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	1901703	Job Not Certified: BURTON, LEANNA: 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1901703	Job Not Certified: BURTON, LEANNA: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1901703	Job Not Certified: BURTON, LEANNA: 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1901703	Job Not Certified: MCFARLAND, JENNIFER: 2050 High School Principal	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
07	49
08	55
09	50
10	53
11	47
12	45

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
299	60	11268

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Cross County School District
2013/2014 School Year

Standards Annual Override Report

Cross County School District

Accreditation Status:

District:
1901000 - Cross County School District
Superintendent M Wilson
21 Cr 215
Cherry Valley , AR 72324
870-588-3338

Schools:
1901701 - Cross County Ele Tech Academy - Accredited
1901703 - Cross Cnty High A New Tech Sch - Probationary

ADE Standards Assurance Supervisor:
Mari Beth Nokes
Mari Beth.Nokes@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.4.10	IV	Advanced Placement Approval	1901703	No AP Approval for teacher DAVIS, BRITTANY for course AP Environmental Science (AP ENVIR SCIENC)			C
9.03.3	IV	Secondary Course Offerings	1901000	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	1901000	Required Course(s) missing : Civics			C
9.03.3	IV	Secondary Course Offerings	1901000	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Secondary Course Offerings	1901000	Required Course(s) missing : Math Electives			C
9.03.3	IV	Grade Level	1901703	Grade Level: MCGHEE, CORBIN Vocal Music 5-8 (combination) (***) (JR CHOIR)			J
9.03.3	IV	Grade Level	1901703	Grade Level: WEAVER, KIMBERLY Visual Art Grade 7 (ART 7/8)			J
9.03.3	IV	Grade Level	1901703	Grade Level: WEAVER, KIMBERLY Visual Art Grade 8 (ART 8TH)			J
15.03.3	X	Job Not Certified	1901701	Job Not Certified: EDWARDS, CANDACE 366210 Science Grade 6 (6TH SCIENCE)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: EDWARDS, CANDACE 366310 Mathematics Grade 6 (6TH MATH)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: EDWARDS, CANDACE 366850 Health and Safety Grade 6 (6 HEALTH/SAFETY)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: NICKLES, DONNA 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: NICKLES, DONNA 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: LACY, ERICA 366110 Language Arts Grade 6 (6TH LA)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: LACY, ERICA 366130 Reading Grade 6 (6TH READING)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901701	Job Not Certified: LACY, ERICA 366710 Social Studies Grade 6	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901703	Job Not Certified: PETTY, BETHANY: 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/2014		I
15.03.3	X	Job Not Certified	1901703	Job Not Certified: PETTY, BETHANY: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2014		I

15.03.3	X	Job Not Certified	1901703	Job Not Certified: MCGHEE, CORBIN 492150 DC I-Digital Layout and Design (.5 credit) (DIG COMM 1)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901703	Job Not Certified: LEE, ERIC 492120 Computerized Business Applications (CBA)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1901703	Job Not Certified: LEE, ERIC 999810 Football/Basketball/Track (HS GIRLS BBALL)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1901703	Job Not Certified: PHELAN, JULIE 415000 Journalism I (JOURNALISM)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901703	Job Not Certified: EVOLA, MATTHEW 971000 Alternative Education (Do not use for subject area credit) (ALE HISTORY)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901703	Job Not Certified: JONES, TONY 358820 Physical Activity 5-8 (combination) (PE 7/8)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1901703	Job Not Certified: SCOTT, WREN 5030 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1901703	Job Not Certified: SCOTT, WREN 5030 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	High Qualified Teacher (HQT)	1901703	Highly Qualified Teacher Required for course Special Education Social Studies (RES SOC ST 7,8), but BURTON, LEANNA is not Highly Qualified Teacher			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: EVOLA, MATTHEW 471000 World History (PRE AP WORLD H)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: EVOLA, MATTHEW 471000 World History (WORLD HISTORY)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: EVOLA, MATTHEW 472000 Civics (.5 credit) (PRE-AP CIVICS)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: EVOLA, MATTHEW 474200 Contemporary United States History (.5 credit) (CONT. AMERICAN)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: EVOLA, MATTHEW 570020 AP United States History (AP US HISTORY)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: JONES, TONY 388810 Physical Education Grade 8 (PE/8TH)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: JONES, TONY 485000 Physical Education (PE HS)			C
15.03.1	X	Personnel Not Certified	1901703	Personnel Not Certified: DOYLE, VERNA 492620 Office Education Work-Based Learning (COMPUTER MAIN)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6 HEALTH/SAFETY with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6 HEALTH/SAFETY with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6-TOOLS 4 LEARN with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH MATH with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH MATH with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH SCIENCE with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH SCIENCE with teacher EDWARDS, CANDACE exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class LIB SKILLS 6TH with teacher NICKLES, DONNA exceeds maximum class size of 30 with 33 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6-TOOLS 4 LEARN with teacher LACY, ERICA exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH LA with teacher LACY, ERICA exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH LA with teacher LACY, ERICA exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C

10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH READING with teacher LACY, ERICA exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH READING with teacher LACY, ERICA exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH SOC ST with teacher LACY, ERICA exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH SOC ST with teacher LACY, ERICA exceeds maximum class size of 28 with 30 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH VISUAL ARTS with teacher WARD, KAREN exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH VISUAL ARTS with teacher WARD, KAREN exceeds maximum class size of 28 with 33 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH PE with teacher PATTERSON, WILLIE exceeds maximum class size of 30 with 33 students (Grade range: 4 to 6)			C
10.02.4	V	Class Size: Grades 4-6	1901701	Class 6TH INSTR. MUSI with teacher RIKARD, ZACHARY exceeds maximum class size of 28 with 29 students (Grade range: 4 to 6)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2 HEALTH/SAFETY with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2-TOOLS 4 LEARN with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND LA with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND MATH with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND READING with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND SCIENCE with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND SOC ST with teacher MCCLANAHAN, CARYN exceeds maximum class size of 25 with 26 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST VISUAL ARTS with teacher WARD, KAREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND VISUAL ARTS with teacher WARD, KAREN exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND VISUAL ARTS with teacher WARD, KAREN exceeds maximum class size of 25 with 29 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1 HEALTH/SAFETY with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1-TOOLS 4 LEARN with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST LA with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST MATH with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST READING with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST SCIENCE with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST SOC ST with teacher DORMAN, LAUREN exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1 HEALTH/SAFETY with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1-TOOLS 4 LEARN with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST LA with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST MATH with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST READING with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST SCIENCE with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C

10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST SOC ST with teacher PARKER, LINDSEY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2 HEALTH/SAFETY with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2-TOOLS 4 LEARN with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND LA with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND MATH with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND READING with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND SCIENCE with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND SOC ST with teacher HEAD, TIFFANY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 1ST MUSIC with teacher RIKARD, ZACHARY exceeds maximum class size of 25 with 28 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND MUSIC with teacher RIKARD, ZACHARY exceeds maximum class size of 25 with 27 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1901701	Class 2ND MUSIC with teacher RIKARD, ZACHARY exceeds maximum class size of 25 with 29 students (Grade range: 1 to 3)			C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

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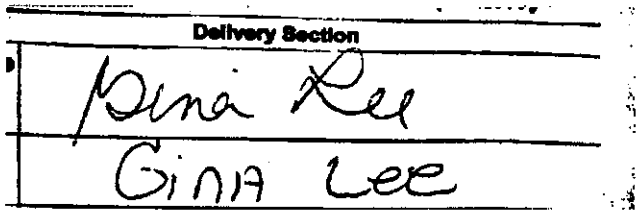

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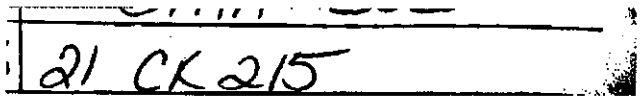

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* 4/28/14 9199 9991 7033 5883 0342 Annual Accreditation Report Carolyn Wilson Cross County MN

Cross Co. H.S.

Arkansas Department of Education
Visit Form

Page __ of __

Date 01/30/14

School District Cross Co. High School Superintendent Carolyn Wilson Phone Number _____

Discussion Areas

ADE Unit Standards

#28 - has Sept 01, in H. Book
#33 - Need to add "expulsion proceedings"
#35 - Attendance Policies

#43 - AB Policy
#44 - AP Teacher Training
#46 - AP - Student Testing

qpd as per standards 9.03.4.2

~~#33 - Required 38 - Not Teaching Physical Science~~
#49 - Required 38 - only indicated 3.5 units of Social Studies - short .5 unit elective credit.

ADE

District

Superintendent

No-Physical Science - Not # units of Social Studies.

38 REQUIRED COURSES CHECKLIST

Cross Co. H.S. SCHOOL

DATE 01/30/14

Standards Rule 9.03.4 The following courses shall be taught annually for a total of 38 units. (Taught annually = students enrolled)

Revised 07/19/13

Language Arts (6)			Social Studies (4)			Mathematics (6)		
English 9 Wiggington	(410000)	1	American History Smith	(470000)	1	Algebra I Phelan	(430000)	1
English 10 Swanson	(411000)	1	World History SMITH	(471000)	1	Geometry Littlejohn	(431000)	1
English 11 Swanson	(412000)	1	½ Civics EVOLA	(472000)	.5	Algebra II Littlejohn	(432000)	1
English 12 Phelan	(413000)	1	½ Economics EVOLA	(474300) (Option 1)	.5	PreCalculus Littlejohn	(433000)	1
Oral Communications or ½ Oral Communications (414000) & Phelan	(414010)	.5	½ Arkansas History	(473000), if not taught in 7-8		Calculus	(434010)	
Phelan ½ Drama	(416000)	.5	Other: Cont. Am Hist. (EVOLA)		.5	Bridge to Algebra II Lotterman	(435000)	1
Journalism Phelan	(415000)	1	Other:			Advanced Topics and Modeling in Mathematics Mooney	(439050)	1
Total:			**Total:**			Algebra III	(439070)	
Science (5)			**Career & Technical Education (9) in 3 occupational areas**			Mathematical Applications and Algorithms	(439080)	
Biology Fullan	(420000)	1	Building Trades			Linear Systems and Statistics	(439090)	
Chemistry DAVIS	(421000)	1	Medical Professions			Other ADE Approved Math:		
Physics DAVIS	(422000)	1	Family Consumer Science Sanders +++		4			
Physical Science OK w/ Phys	(428000)		Agriculture Lenderman ++++		5	**Total:**		
Other: Env. Sci Fullan	(429000-429999)	1	Business Wilson ++ / McGhee +		3	**Other Required Courses (4 ½)**		
Total: Anat/Phys.		1	Auto Body			½ Health Greenwood	(480000)	.5
Fine Arts (3 ½)			½ Economics	(492280) (Option 2)		Physical Education Jones	(485000)	1
Art Warren	(450000)	1	Other: Audio Vis. Wilson ++		2	Computer Applications (492120) or Lee (492490 & 492500)		1
Instrumental Music Rikard I	(451000)	1	Other:			Foreign Language Mand. Chin.	(440000-449010)	1
Vocal Music McGhee I,	(452000)	1	Other:			*Two levels of the same language* I/E I, II		1
½ Survey of Fine Arts Art II	(453000)	.5	**Total:**		14	**Total:**		
or an Advanced Art or an Advanced Music from 400000 level codes as indicated in the current Course Code Listing on the ADE website.								
Total:								

COMMENTS:

AP Lang AP Lit - Wiggington

AP Math - AP STAT - Lee

AP SS - APUS - Evola

AP Sci - AP Env. Sci -
AP Biol - Fullan

Signature: _____ Signature: _____ Signature: _____

Teacher Totals All Year

Building: 4 - CROSS COUNTY HIGH SCHOOL

Period	Course	Course Section	Course Description	Seats Used MP 1	Seats Used MP 2	Seats Used MP 3	Seats Used MP 4
3B	971003	2	ALE SCIENCE	5	5	5	5
4A	422000	1	PHYSICS	21	21	21	21
4B	422000	2	PHYSICS	26	26	26	26
4B	970193	1	CREDIT SCIENCE	1	1	1	1
4B	971003	3	ALE SCIENCE	4	4	4	4
SRA	999860	11	ADVISORY	15	15	15	15
Totals for: DAVIS, NICOLE				**134**	**134**	**136**	**136**

DOYLE, ELAINE

Period	Course	Course Section	Course Description	Seats Used MP 1	Seats Used MP 2	Seats Used MP 3	Seats Used MP 4
1A	492620	1	COMPUTER MAIN	3	3	3	3
1B	492620	7	COMPUTER MAIN	2	2	2	2
3B	492620	6	COMPUTER MAIN	2	2	2	2
Totals for: DOYLE, ELAINE				**7**	**7**	**7**	**7**

EVOLA, MATT

Period	Course	Course Section	Course Description	Seats Used MP 1	Seats Used MP 2	Seats Used MP 3	Seats Used MP 4
1B	970194	5	CREDIT HISTORY	1	1	1	1
2A	570020	1	AP US HISTORY	3	3	3	3
2A	971004	1	ALE HISTORY	7	7	6	6
2B	971004	4	ALE HISTORY	5	5	5	5
3A	474200	1	CONT. AMERICAN	16	16	14	14
3A	970194	3	CREDIT HISTORY	3	3	3	3
3A	971004	5	ALE HISTORY	2	2	4	4
3B	472000	1	PRE-AP CIVICS	8	8	0	0
3B	474300	1	ECONOMICS	0	0	6	6
3B	970194	4	CREDIT HISTORY	1	1	1	1

*** IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED ON THIS REPORT.**

RECEIVED
OCT 15 2013
STANDARDS ASSURANCE

DISTRICT LEA# 1901000

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Cross County School District in Cross County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Cross County School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year. (**District has a Conversion Charter School waiver**)

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: Joann Ball Date: 10/11/13

Superintendent's Signature: Carolyn Wilson Date: 10-11-13

Superintendent's Name (printed): Carolyn Wilson

District Contact Person (Name/title): Carolyn Wilson, Supt — in absence of superintendent. Gina Lee, General office manager

Phone # 870 442 2206 _ E-mail Address: Carolyn.wilson@crosscountyschools.com

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Cross County School District

Carolyn Wilson, Superintendent

BOARD MEMBERS:

Joan Ball
President

Ricky Harrison
Vice President

Craig T. Walker
Secretary

Dennis Stevenson

James Matlock

Richard Imboden

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May 8, 2014

RECEIVED
COMMISSIONER'S OFFICE
MAY 13 2014
DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Office of the Commissioner, ADE
Four State Capitol Mall, Room 304-A
Little Rock, Arkansas 72201

Dear Dr. Kimbrell:

As Superintendent of Cross County School District, I would like to appeal the Probationary Accreditation status given to Cross County High School, A New Tech School (1901703) during the on-site review January 30, 2014 and the subsequent letter we received this week.

The Exception Description is Standard IV, 9.03.4.7- Required Course missing: Social Studies Elective OSR visit 1/30/2014. Standards requires 4 units of social studies: 1 Amer Hist, 1 World Hist, 0.5 Civics 0.5 Econ and 1 elective. We offer the specified classes and 0.5 Units of Contemporary United States History. The elective in question is a half (0.5) credit. The master schedule for the school reflected two back-to-back sections of Contemporary United States History (474200). The Second semester course should have been American Government. The lesson plans for the second semester course show that the standards taught are consistent with American Government (474100). I called Mr. Walters while he was driving back to Little Rock after the January 30 visit to tell him we were correcting the course codes to reflect the American Government class.

I have included all of the information we have collected to show that we ran several reports that did not red flag this discrepancy and the corrected course codes. I appreciate your attention to this matter.

Sincerely,

Carolyn Wilson

Cross County Administrative Offices
Carolyn Wilson, Superintendent
21 CR 215
Cherry Valley, AR 72324
870-588-3338 ext 3000
870-588-3565 fax

Cross County Elementary School
Stephen Prince, Principal
2622 Hwy 42
Cherry Valley, AR 72324
870-588-3327 ext 3050
870-588-4454 fax

Cross County High School
Jennifer McFarland, Principal
21 CR 215
Cherry Valley, AR 72324
870-588-3337 ext 3020
870-588-4606 fax

Reports Showing Compliance

System Tools

Newsroom

About Us

External Links

Support

Account Details

Sign Out

Standards Annual Accreditation System - District View

Accreditation Data for year 2013/14

Current Status Report | District: Cross County School District

Back to District list

EXCEPTION RULE	EXCEPTION STANDARD	EXCEPTION DESCRIPTION	CURRENT STATUS
			No Filter
9.03.3	IV	Secondary Course Offerings	
10.02.2	V	Class Size: Kindergarten	
10.02.3	V	Class Size: Grades 1-3	
10.02.4	V	Class Size: Grades 4-6	
10.02.5	V	Class Size: Grades 7-12	
10.02.5	V	Total Students: Grades 7-12	
15.01	X	Superintendent	
15.02	X	Principal	
15.03	X	Assistant Principal	

15.03.1	X	Personnel Not Certified
15.03.2	X	Expired License
15.03.3	X	Job Not Certified
15.03.6	X	Provisional License
9.03.3	IV	Grade Level
15.03.3	X	High Qualified Teacher (HQT)
16.01.3	XI	Counselor
16.02.3	XI	Library/Media Specialist
16.02.4	XI	Library Book Collection
16.03.1	XI	School Nurse
18.01	XIII	Gifted/Talented
9.03.4.10	IV	Advanced Placement Approval

For Technical Support

Your Name

Your Email

Your Message

ARKANSAS DEPARTMENT OF EDUCATION

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Four Capitol Mall Little Rock, AR 72201 (501) 682-4475

LEA: PHASE 1 EDIT REPORT PAGE: 1
COUNTY: CROSS SIS: P1ERPT
DISTRICT: CROSS COUNTY SCHOOL DISTRICT CYCLE: 10/15/2013
SCHOOL: RUN: 10/15/2013 11:34:11

RECORD/ KEY ERROR MESSAGE
ELEMENT

----------NO ERRORS DETECTED----------

TOTAL NUMBER OF ERRORS: 0

********** - END OF REPORT - **********

Cycle II Errors
- Nothing showed
for 1901703 HS

Phase II - errors report

LEA: 19-01-000 PHASE 2 EDIT REPORT PAGE: 1
COUNTY: CROSS DIS: P2ERPT
DISTRICT: CROSS COUNTY SCHOOL DISTRICT CYCLE: 10/15/2013
SCHOOL: RUN: 10/15/2013 11:38:06

RECORD/ ELEMENT	KEY	ERROR MESSAGE
Employee EM0045	19-01-000 000-00-0000	The State Reporting ID does not exist. First and Last Name = CONCURR CREDIT SSN = 999999999
JobAssgn DI0999	19-01-000 000-00-0000 9	STIDCH3 TABLE IS EMPTY
Employee EM0045	19-01-000 000-00-0000	The State Reporting ID does not exist. First and Last Name = ANGELA YE SSN = 819792392

RECORD/ ELEMENT	KEY	ERROR MESSAGE
JobAssgn		LEA: 1901701, Class: 211110, Section: '2111101 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn		LEA: 1901701, Class: 211710, Section: '2117101 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn		LEA: 1901701, Class: 222510, Section: '2225102 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 366210, Section: '3662102 ' Over S
JA3230	000-00-0000	Class size is too large (must be <= 28 for this grade).
		Class size: 29 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366850, Section: '3668502 ' Over S
JA3230	000-00-0000	Class size is too large (must be <= 28 for this grade).
		Class size: 29 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366130, Section: '3661301 ' Over S
JA3230	000-00-0000	Class size is too large (must be <= 28 for this grade).
1		
		Class size: 30 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366900, Section: '3669001 ' Over S
JA3230	000-00-0000	Class size is too large (must be <= 28 for this grade).
1		
		Class size: 30 Grade low: 06
JobAssgn		LEA: 1901701, Class: 211120, Section: '2111202 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
1		
		Class size: 28 Grade low: 01
JobAssgn		LEA: 1901701, Class: 211810, Section: '2118102 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
1		
		Class size: 28 Grade low: 01
JobAssgn		LEA: 1901701, Class: 222310, Section: '2223102 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
1		
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222920, Section: '2229202 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).

RECORD/ ELEMENT	KEY	ERROR MESSAGE
1		Class size: 27 Grade low: 02
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 222520, Section: '2225202 ' Over S Class size is too large (must be <= 25 for this grade).
1		Class size: 27 Grade low: 02
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 222210, Section: '2222101 ' Over S Class size is too large (must be <= 25 for this grade).
1		Class size: 26 Grade low: 02
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 222B20, Section: '222B201 ' Over S Class size is too large (must be <= 25 for this grade).
1		Class size: 26 Grade low: 02
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 211120, Section: '2111201 ' Over S Class size is too large (must be <= 25 for this grade).
1		Class size: 27 Grade low: 01
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 211B10, Section: '211B101 ' Over S Class size is too large (must be <= 25 for this grade).
2		Class size: 27 Grade low: 01
JobAssgn JA3230	000-00-0000	LEA: 1901701, Class: 366310, Section: '3663101 ' Over S Class size is too large (must be <= 28 for this grade).
2		Class size: 30 Grade low: 06
JobAssgn JA3230	000-00-0000	LEA: 1901701, Class: 366900, Section: '3669002 ' Over S Class size is too large (must be <= 28 for this grade).
2		Class size: 29 Grade low: 06
JobAssgn JA3230	000-00-0000	LEA: 1901701, Class: 366130, Section: '3661302 ' Over S Class size is too large (must be <= 28 for this grade).
2		Class size: 29 Grade low: 06
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 211210, Section: '2112102 ' Over S Class size is too large (must be <= 25 for this grade).
2		Class size: 28 Grade low: 01
JobAssgn JA3220	000-00-0000	LEA: 1901701, Class: 211820, Section: '2118202 ' Over S Class size is too large (must be <= 25 for this grade).
2		Class size: 28 Grade low: 01

RECORD/ ELEMENT	KEY	ERROR MESSAGE
JobAssgn		LEA: 1901701, Class: 222110, Section: '2221102 ' Over S
JA3220 2	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222210, Section: '2222102 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222710, Section: '2227102 ' Over S
JA3220 2	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222820, Section: '2228202 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222310, Section: '2223101 ' Over S
JA3220 2	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222920, Section: '2229201 ' Over S
JA3220 2	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02
JobAssgn		LEA: 1901701, Class: 211210, Section: '2112101 ' Over S
JA3220 3	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn		LEA: 1901701, Class: 211820, Section: '2118201 ' Over S
JA3220 3	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn		LEA: 1901701, Class: 211510, Section: '2115102 ' Over S
JA3220 3	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn		LEA: 1901701, Class: 366310, Section: '3663102 ' Over S
JA3230 3	000-00-0000	Class size is too large (must be <= 28 for this grade).
		Class size: 29 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366110, Section: '3661101 ' Over S
JA3230 3	000-00-0000	Class size is too large (must be <= 28 for this grade).

RECORD/ ELEMENT	KEY	ERROR MESSAGE
		Class size: 30 Grade low: 06
JobAssgn JA3230 3	000-00-0000	LEA: 1901701, Class: 366710, Section: '3667101 ' Over S Class size is too large (must be <= 28 for this grade).
		Class size: 30 Grade low: 06
JobAssgn JA3220 3	000-00-0000	LEA: 1901701, Class: 211310, Section: '2113102 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn JA3220 3	000-00-0000	LEA: 1901701, Class: 211920, Section: '2119202 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn JA3220 3	000-00-0000	LEA: 1901701, Class: 222120, Section: '2221202 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn JA3220 3	000-00-0000	LEA: 1901701, Class: 222810, Section: '2228102 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 02
JobAssgn JA3220 4	000-00-0000	LEA: 1901701, Class: 211520, Section: '2115202 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn JA3220 4	000-00-0000	LEA: 1901701, Class: 222110, Section: '2221101 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02
JobAssgn JA3220 4	000-00-0000	LEA: 1901701, Class: 222710, Section: '2227101 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02
JobAssgn JA3220 4	000-00-0000	LEA: 1901701, Class: 211310, Section: '2113101 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn JA3220 4	000-00-0000	LEA: 1901701, Class: 211920, Section: '2119201 ' Over S Class size is too large (must be <= 25 for this grade).
		Class size: 27 Grade low: 01
JobAssgn		LEA: 1901701, Class: 366210, Section: '3662101 ' Over S

RECORD/ ELEMENT	KEY	ERROR MESSAGE
JA3230	000-00-0000 4	Class size is too large (must be <= 28 for this grade).
		Class size: 30 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366850, Section: '3668501 ' Over S
JA3230	000-00-0000 4	Class size is too large (must be <= 28 for this grade).
		Class size: 30 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366110, Section: '3661102 ' Over S
JA3230	000-00-0000 4	Class size is too large (must be <= 28 for this grade).
		Class size: 29 Grade low: 06
JobAssgn		LEA: 1901701, Class: 366710, Section: '3667102 ' Over S
JA3230	000-00-0000 4	Class size is too large (must be <= 28 for this grade).
		Class size: 29 Grade low: 06
JobAssgn		LEA: 1901701, Class: 211110, Section: '2111102 ' Over S
JA3220	000-00-0000 4	Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn		LEA: 1901701, Class: 211710, Section: '2117102 ' Over S
JA3220	000-00-0000 5	Class size is too large (must be <= 25 for this grade).
		Class size: 28 Grade low: 01
JobAssgn		LEA: 1901701, Class: 222120, Section: '2221201 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02
JobAssgn		LEA: 1901701, Class: 222810, Section: '2228101 ' Over S
JA3220	000-00-0000	Class size is too large (must be <= 25 for this grade).
		Class size: 26 Grade low: 02

TOTAL NUMBER OF ERRORS: 53

********** - END OF REPORT - **********

Master Schedule for 4 quarters

4 - CROSS COUNTY HIGH SCHOOL Marking Period 1 Master Schedule Matrix

Teacher Name	1A	1B	2A	2B	3A	3B	4A	4B	SRA	JRB
CTON, LEANNA JEAN 2		972100 - 1 RES ENGL 11-12 Seats Used: 7 972101 - 4 RES ENGL 7/8 Seats Used: 0	972101 - 2 RES ENGL 7/8 Seats Used: 6	972700 - 1 RES SOC ST 7,8 Seats Used: 7	971503 - 3 RES WORLD HISTO Seats Used: 3	972104 - 1 RES ENGLIS,9,10 Seats Used: 5	970120 - 1 STUDY SKILLS Seats Used: 4			
EDIT, CONCURRENT 0	519900 - 1 ENGLISH COMP1 Seats Used: 10									
MS, NICOLE 6	971003 - 1 ALE SCIENCE Seats Used: 1 999000 - 15 HANDS ON SCIENC Seats Used: 21 999000 - 14 STUDY HALL Seats Used: 0	421000 - 6 CHEMISTRY Seats Used: 24			523030 - 1 AP ENVIR SCIENC Seats Used: 3	971003 - 2 ALE SCIENCE Seats Used: 4 421000 - 7 CHEMISTRY Seats Used: 11 970193 - 2 CREDIT SCIENCE Seats Used: 1	422000 - 1 PHYSICS Seats Used: 21	971003 - 3 ALE SCIENCE Seats Used: 3 970193 - 1 CREDIT SCIENCE Seats Used: 1 422000 - 2 PHYSICS Seats Used: 26	999860 - 11 ADVISORY Seats Used: 14	
YLE, ELAINE 9	492620 - 1 COMPUTER MAIN Seats Used: 3	492620 - 7 COMPUTER MAIN Seats Used: 2				492620 - 6 COMPUTER MAIN Seats Used: 2				
OLA, MATT 9		970194 - 5 CREDIT HISTORY Seats Used: 1	971004 - 1 ALE HISTORY Seats Used: 5 570020 - 1 AP US HISTORY Seats Used: 3	971004 - 4 ALE HISTORY Seats Used: 2	971004 - 5 ALE HISTORY Seats Used: 1 474200 - 1 CONT. AMERICAN Seats Used: 15 970194 - 3 CREDIT HISTORY Seats Used: 3	971004 - 3 ALE HISTORY Seats Used: 0 970194 - 4 CREDIT HISTORY Seats Used: 1 472000 - 1 PRE-AP CIVICS Seats Used: 7	971004 - 2 ALE HISTORY Seats Used: 3 970194 - 2 CREDIT HISTORY Seats Used: 0 471009 - 1 PRE AP WORLD H Seats Used: 26	471009 - 2 WORLD HISTORY Seats Used: 20	999860 - 4 ADVISORY Seats Used: 16	
LER, TERESA 3	42000I - 3 PRE AP- BIOLOGY Seats Used: 23	42000I - 4 BIOLOGY Seats Used: 21			424020 - 1 ENVIRON SCIENC Seats Used: 8	520030 - 1 AP BIOLOGY Seats Used: 9				999860 - 3 ADVISORY Seats Used: 7 388900 - 10 TOOLS FOR LEARN Seats Used: 1

4 - CROSS COUNTY HIGH SCHOOL Marking Period 2 Master Schedule Matrix

Teacher Name	1A	1B	2A	2B	3A	3B	4A	4B	SRA	JRB
:TON, LEANNA JEAN 2		972100 - 1 RES ENGL 11-12 Seats Used: 7 972101 - 4 RES ENGL 7/8 Seats Used: 0	972101 - 2 RES ENGL 7/8 Seats Used: 6	972700 - 1 RES SOC ST 7,8 Seats Used: 7	971503 - 3 RES WORLD HISTO Seats Used: 3	972104 - 1 RES ENGLIS,9,10 Seats Used: 5	970120 - 1 STUDY SKILLS Seats Used: 4			
:DIT, CONCURRENT 0	519900 - 1 ENGLISH COMP1 Seats Used: 10									
/IS, NICOLE 6	971003 - 1 ALE SCIENCE Seats Used: 1 999000 - 15 HANDS ON SCIENC Seats Used: 21 999000 - 14 STUDY HALL Seats Used: 0	421000 - 6 CHEMISTRY Seats Used: 24			523030 - 1 AP ENVIR SCIENC Seats Used: 3	971003 - 2 ALE SCIENCE Seats Used: 4 421000 - 7 CHEMISTRY Seats Used: 11 970193 - 2 CREDIT SCIENCE Seats Used: 1	422000 - 1 PHYSICS Seats Used: 21	971003 - 3 ALE SCIENCE Seats Used: 3 970193 - 1 CREDIT SCIENCE Seats Used: 1 422000 - 2 PHYSICS Seats Used: 26	999860 - 11 ADVISORY Seats Used: 14	
/LE, ELAINE 9	492620 - 1 COMPUTER MAIN Seats Used: 3	492620 - 7 COMPUTER MAIN Seats Used: 2				492620 - 6 COMPUTER MAIN Seats Used: 2				
)LA, MATT 9		970194 - 5 CREDIT HISTORY Seats Used: 1	971004 - 1 ALE HISTORY Seats Used: 5 570020 - 1 AP US HISTORY Seats Used: 3	971004 - 4 ALE HISTORY Seats Used: 2	971004 - 5 ALE HISTORY Seats Used: 1 474200 - 1 CONT. AMERICAN Seats Used: 15 970194 - 3 CREDIT HISTORY Seats Used: 3	971004 - 3 ALE HISTORY Seats Used: 0 970194 - 4 CREDIT HISTORY Seats Used: 1 472000 - 1 PRE-AP CIVICS Seats Used: 7	971004 - 2 ALE HISTORY Seats Used: 3 970194 - 2 CREDIT HISTORY Seats Used: 0 471009 - 1 PRE AP WORLD H Seats Used: 26	471009 - 2 WORLD HISTORY Seats Used: 20	999860 - 4 ADVISORY Seats Used: 16	
LER, TERESA 3	42000I - 3 PRE AP- BIOLOGY Seats Used: 23	42000I - 4 BIOLOGY Seats Used: 21			424020 - 1 ENVIRON SCIENC Seats Used: 8	520030 - 1 AP BIOLOGY Seats Used: 9				999860 - 3 ADVISORY Seats Used: 7 388900 - 10 TOOLS FOR LEARN Seats Used: 1

4 - CROSS COUNTY HIGH SCHOOL Marking Period 3 Master Schedule Matrix

Teacher Name	1A	1B	2A	2B	3A	3B	4A	4B	SRA	JRB
:TON, LEANNA JEAN 2		972100 - 1 RES ENGL 11-12 Seats Used: 7 972101 - 4 RES ENGL 7/8 Seats Used: 1	972101 - 2 RES ENGL 7/8 Seats Used: 6	972700 - 1 RES SOC ST 7,8 Seats Used: 7	971503 - 3 RES WORLD HISTO Seats Used: 3	972104 - 1 RES ENGLIS,9,10 Seats Used: 5	970120 - 1 STUDY SKILLS Seats Used: 7			
:DIT, CONCURRENT 0	519901 - 1 ENGLISH COMP 2 Seats Used: 10									
/IS, NICOLE 6	971003 - 1 ALE SCIENCE Seats Used: 0 999000 - 15 HANDS ON SCIENC Seats Used: 23 999000 - 14 STUDY HALL Seats Used: 0	421000 - 6 CHEMISTRY Seats Used: 24			523030 - 1 AP ENVIR SCIENC Seats Used: 3	971003 - 2 ALE SCIENCE Seats Used: 4 421000 - 7 CHEMISTRY Seats Used: 11 970193 - 2 CREDIT SCIENCE Seats Used: 1	422000 - 1 PHYSICS Seats Used: 21	971003 - 3 ALE SCIENCE Seats Used: 3 970193 - 1 CREDIT SCIENCE Seats Used: 1 422000 - 2 PHYSICS Seats Used: 26	999860 - 11 ADVISORY Seats Used: 14	
/LE, ELAINE 9	492620 - 1 COMPUTER MAIN Seats Used: 3	492620 - 7 COMPUTER MAIN Seats Used: 2				492620 - 6 COMPUTER MAIN Seats Used: 2				
)LA, MATT 9		970194 - 5 CREDIT HISTORY Seats Used: 1	971004 - 1 ALE HISTORY Seats Used: 4 570020 - 1 AP US HISTORY Seats Used: 3	971004 - 4 ALE HISTORY Seats Used: 1 Correction	971004 - 5 ALE HISTORY Seats Used: 5 474100 - 1 AMERICAN GOVT Seats Used: 11 970194 - 3 CREDIT HISTORY Seats Used: 3	971004 - 3 ALE HISTORY Seats Used: 0 970194 - 4 CREDIT HISTORY Seats Used: 1 474300 - 1 ECONOMICS Seats Used: 6	971004 - 2 ALE HISTORY Seats Used: 4 970194 - 2 CREDIT HISTORY Seats Used: 0 471009 - 1 PRE AP WORLD H Seats Used: 26	471009 - 2 WORLD HISTORY Seats Used: 20	999860 - 4 ADVISORY Seats Used: 16	
LER, TERESA 3	42000I - 3 PRE AP- BIOLOGY Seats Used: 23	42000I - 4 BIOLOGY Seats Used: 21			424020 - 1 ENVIRON SCIENC Seats Used: 9	520030 - 1 AP BIOLOGY Seats Used: 9				999860 - 3 ADVISORY Seats Used: 8 388900 - 10 TOOLS FOR LEARN Seats Used: 1

4 - CROSS COUNTY HIGH SCHOOL Marking Period 4 Master Schedule Matrix

Teacher Name	1A	1B	2A	2B	3A	3B	4A	4B	SRA	JRB
:TON, LEANNA JEAN 2		972100 - 1 RES ENGL 11-12 Seats Used: 7 972101 - 4 RES ENGL 7/8 Seats Used: 1	972101 - 2 RES ENGL 7/8 Seats Used: 6	972700 - 1 RES SOC ST 7,8 Seats Used: 7	971503 - 3 RES WORLD HISTO Seats Used: 3	972104 - 1 RES ENGLIS,9,10 Seats Used: 5	970120 - 1 STUDY SKILLS Seats Used: 7			
:DIT, CONCURRENT 0	519901 - 1 ENGLISH COMP 2 Seats Used: 10									
/IS, NICOLE 6	971003 - 1 ALE SCIENCE Seats Used: 0 999000 - 15 HANDS ON SCIENC Seats Used: 23 999000 - 14 STUDY HALL Seats Used: 0	421000 - 6 CHEMISTRY Seats Used: 25			523030 - 1 AP ENVIR SCIENC Seats Used: 3	971003 - 2 ALE SCIENCE Seats Used: 6 421000 - 7 CHEMISTRY Seats Used: 11 970193 - 2 CREDIT SCIENCE Seats Used: 1	422000 - 1 PHYSICS Seats Used: 21	971003 - 3 ALE SCIENCE Seats Used: 4 970193 - 1 CREDIT SCIENCE Seats Used: 1 422000 - 2 PHYSICS Seats Used: 26	999860 - 11 ADVISORY Seats Used: 14	
/LE, ELAINE 9	492620 - 1 COMPUTER MAIN Seats Used: 3	492620 - 7 COMPUTER MAIN Seats Used: 2				492620 - 6 COMPUTER MAIN Seats Used: 2				
)LA, MATT 9		970194 - 5 CREDIT HISTORY Seats Used: 1	971004 - 1 ALE HISTORY Seats Used: 6 570020 - 1 AP US HISTORY Seats Used: 3	971004 - 4 ALE HISTORY Seats Used: 3	971004 - 5 ALE HISTORY Seats Used: 5 474100 - 1 AMERICAN GOVT Seats Used: 11 970194 - 3 CREDIT HISTORY Seats Used: 3	971004 - 3 ALE HISTORY Seats Used: 0 970194 - 4 CREDIT HISTORY Seats Used: 1 474300 - 1 ECONOMICS Seats Used: 6	971004 - 2 ALE HISTORY Seats Used: 4 970194 - 2 CREDIT HISTORY Seats Used: 0 471009 - 1 PRE AP WORLD H Seats Used: 26	471009 - 2 WORLD HISTORY Seats Used: 20	999860 - 4 ADVISORY Seats Used: 16	
LER, TERESA 3	42000I - 3 PRE AP- BIOLOGY Seats Used: 23	42000I - 4 BIOLOGY Seats Used: 21			424020 - 1 ENVIRON SCIENC Seats Used: 9	520030 - 1 AP BIOLOGY Seats Used: 9				999860 - 3 ADVISORY Seats Used: 8 388900 - 10 TOOLS FOR LEARN Seats Used: 1

[illegible] Social Studies 2/25/14 2:21 PM

Lesson plans for 2nd Semester class in American Government

Cross County High School, A New Tech... Jennifer McFarland

Covers January - February - March Apr, May

Next project begins First week in March — plans available on request

Project Settings

An Extended Meditation on the Meaning of Life

Visibility: Show

January 7, 2014 - February 28, 2014 Project Time-Line

Driving Question

Can you name even one of the fifty-three portals to the soul?

Project Briefcase

View: Teacher | Student + New Category

Project Launch

Show

- Entry Event — Show
- Project Calendar — Show
- Project Teams — Show
- Rubric(s) — Show

+ Add New Item + Copy Existing Item

Micromegas

Show

The Sirens of Titan

Show

- Chapter One — Show
- Chapter Two — Show
- Chapter Three — Show
- Chapter Four — Show
- Chapter Five — Show
- Chapter Six — Show
- Chapter Seven — Show
- Chapter Eight — Show

+ Add New Item + Copy Existing Item

The Meaning of Life

Show

Need to Knows

+ Post the first item

Project Groups

+ Create Group

There are no groups associated with this project yet.

Learning Outcomes

Written Communications (10 activities)

Analytical Thinking (10 activities)

Media-Technology (1 activities)

Content (10 activities)

State Standards Covered in Project 1

USC.5.AG.2 Analyze fundamental rights of individuals:
civil liberties
due process
equal protection

PP.2.AG.1 Investigate the grievances listed in the Declaration of Independence

PP.2.AG.2 Compare and contrast the Declaration of Independence and Social Contract Theory

First Four Chapter Analysis ☑ Show

+ Add New Item + Copy Existing Item

Culminating Events and Products ☐ Show

Individual Written Assessment ☐ Show

Culminating Product ☐ Show

+ Add New Item + Copy Existing Item

Post Project Reflection ☐ Show

Final Student Self Reflection ☐ Show

+ Add New Item + Copy Existing Item

PP.2.AG.3 Evaluate the Declaration of Independence as a persuasive argument justifying revolution

PP.1.AG.3 Discuss the contributions of the Enlightenment philosophers:
Baron de Montesquieu
Voltaire

PP.1.AG.4 Discuss the Social Contract Theory:
Thomas Hobbes
John Locke
Jean-Jacques Rousseau

E.7.CH.1 Examine the influence of the following on the environmental movement:
- The novel Silent Spring
- Environmental Protection Agency
- Green Peace
- Earth Day

E.7.CH.2 Investigate the consequences of environmental disasters:
- Love Canal
- Three Mile Island
- Chernobyl
- oil spills
- Bhopal

E.7.CH.3 Discuss contemporary environmental issues

USC.5.AG.2
Analyze fundamental rights of individuals:
civil liberties
due process
equal protection

PP.2.AG.1
Investigate the grievances listed in the Declaration of Independence

PP.2.AG.2
Compare and contrast the Declaration of Independence and Social Contract Theory

PP.2.AG.3
Evaluate the Declaration of Independence as a persuasive argument justifying revolution

PP.1.AG.3
Discuss the contributions of the Enlightenment philosophers:
Baron de Montesquieu
Voltaire

PP.1.AG.4
Discuss the Social Contract Theory:
Thomas Hobbes
John Locke
Jean-Jacques Rousseau

Edit Agenda

Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tuesday | Jan 7, 2014

Objectives:

- **Students will review last semester to identify possible areas of improvement.**
- **Students will discuss and analyze a current event.**

I. Opening (30 min.)

- Welcome back
- Looking forward
  - The Sirens of Titan

II. Semester Review (25 min.)

- Semester Exam (free speech)
- Podcasts
- Debates
  - Gun Control (meeting yesterday)
  - Sex Ed
  - Gay Marriage (Utah)

III. Current Event (15 min.)

- Unemployment Benefits

IV. Work Time (20 min.)

- Individual paper meeting

Upcoming Events:

- **Sirens of Titan 1/14**

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American Government

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Friday | Jan 10, 2014

Objectives:

- **Students will read and discuss a primary source text together.**
- **Students will compose an analytical response to Micromegas by Voltaire.**

I. Current Event (10 min.)

- Current Event

II. Micromegas (45 min.)

- **Project Gutenberg**

III. Discussion (15 min.)

- What is the significance of the title?
- What role does size play in the story?
- Which being was the happiest?

IV. Journal Response (20 min.)

- **Analysis**

Upcoming Events:

- **Sirens of Titan 1/14**

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tuesday | Jan 21, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter One of the Novel.**

I. Opening (10 min.)

- Current Event: 85 people
- Where in the World

II. Announcements (10 min.)

- Grade Check
- Calendar

III. The Sirens of Titan (45 min.)

- Finish Chapter One

IV. Discussion (15 min.)

IV. Journal Response (20 min.)

- **Chapter One**

Upcoming Events:

- **Sirens of Titan 1/14**

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Friday | Jan 24, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Two of the Novel.**

I. Opening (10 min.)

- Current Event
- Where in the World: US Edition

II. The Sirens of Titan (45 min.)

- Finish Chapter Two

III. Discussion (15 min.)

IV. Journal Response (20 min.)

- **Chapter Two**

Upcoming Events:

- **Sirens of Titan 1/14**

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Tuesday | Jan 28, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Three of the Novel.**

I. Opening (10 min.)

- Current Event
- Where in the World: World Monuments Edition

II. The Sirens of Titan (45 min.)

- Finish Chapter Three

III. Discussion (15 min.)

IV. Journal Response (20 min.)

- Chapter Three

Upcoming Events:

- Sirens of Titan 1/14

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Wednesday | Jan 29, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Three of the Novel.**

I. Opening (10 min.)

- Finish Chapter Three Journal

II. The Sirens of Titan (15 min.)

- Chapter Four

III. Journal Response (20 min.)

- **Chapter Four**

Upcoming Events:

- **Sirens of Titan 1/14**

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Jan 2014

SUN	MON	TUE	WED	THU	FRI	SAT
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Friday | Jan 31, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Five of the Novel.**

I. Opening (10 min.)

- Current Event
- Where in the World: World Monuments Edition

II. First Four Breakdown (25 min.)

- **Individual Assessment of Student Knowledge and Thinking**

III. The Sirens of Titan (40 min.)

- Finish Chapter Five

IV. Discussion (15 min.)

Upcoming Events:

- **Presidents Day 2/17**
- **Sirens of Titan Completed 2/28**

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Friday | Feb 7, 2014

For this chapter, reflect on the idea of "choice" so far in the novel. Which actions do you think have been "free" and which have been coerced? What do you think Vonnegut's position on choice is? What about Malachi's? Beatrice's? Rumfoord's? (Pay special attention to this chapter's murder but also to other events in the novel such as Noel Constant getting rich, Beatrice getting taken to Mars, Malachi going to Mars, etc.)

So far in the book everyone is basically being made to do stuff they may not want to do. For example Malachi Constant has to go to the Rumford Estates and Rumford has to tell him he is eventually going to have a child with his wife. Constant and Beatrice both have to go to mars even though they may not want to, and Unk has to kill a person because he was afraid of what would have happened if he didn't do it. I don't think any of the actions have been free. I think Vonegut believes that everything is predetermined and so does Rumford, meanwhile Constant and Beatrice don't believe it is and are trying to fight fate but it isn't really working.

I think that Vonnegut believes that we do not all have freedom of choice. Unk did not have a choice to kill the man. I think that it was predestined by the people on Mars, similar to how Malachi and Beatrice's arrival was predestined. Both were aware that they were making the choice, but since Rumfoord had already told them what was going to happen, there was no way of them changing the future. No matter what they chose, they still would have ended up on Mars. Their choices were irrelevant.
Malachi and Beatrice do not realize that they do not have a choice in their world. They make choices that effect their lives, but those choices has already been made and will happen indefinitely. Noel Constant's choices to become a billionaire were successful by luck. He would become a millionaire no matter what tactic he took to make money. Malachi and Beatrice were going to be on Mars, so matter how they agreed or disagreed with Wiley and Helmholtz. Choice is given, but the outcome will be the same no matter what choice is made.

The Pueblo Revolt

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Wednesday | Feb 12, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Five of the Novel.**

I. Opening (10 min.)

- Where in the World

II. The Sirens of Titan (15 min.)

- **Chapter Five Journal**

III. Journal Response (20 min.)

- Begin Chapter Six

Upcoming Events:

- **Sirens of Titan Finished 2/28**

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Friday | Feb 14, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Six of the Novel.**

I. Opening (10 min.)

- Current Event

II. The Sirens of Titan (15 min.)

- Chapter Six

III. Journal Response (20 min.)

- **Chapter Six**

Upcoming Events:

- **Presidents Day 2/17**
- **Parent - Teacher Conferences 2/25**
- **Sirens of Titan Finished 2/28**
- **Spring Break 3/24-3/28**

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Tuesday | Feb 18, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to Chapter Six of the Novel.**

I. Opening (15 min.)

- Current Event

II. Journal Response (20 min.)

- Chapter Six

III. Sirens of Titan (40 min.)

- Chapter Seven

IV. Discussion (15 min.)

Upcoming Events:

- Presidents Day 2/17
- Parent - Teacher Conferences 2/25
- Sirens of Titan Finished 2/28
- Spring Break 3/24-3/28

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SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Wednesday | Feb 19, 2014

Objectives:

- **Students will read and discuss presidential paragraphs.**
- **Students will compose an analytical response to the paragraph of their choice.**

I. Opening (15 min.)

- Current Event

II. The President's Paragraph (20 min.)

- **Politico**

III. Response (20 min.)

- **Agree or disagree?**

Upcoming Events:

- Parent - Teacher Conferences 2/25
- Sirens of Titan Finished 3/5
- Spring Break 3/24-3/28

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Friday | Feb 21, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Unfairness in School Testing
- Where in the World

II. Journal Response Review (10 min.)

- Chapter Five (see below)

III. Sirens of Titan (25 min.)

- Chapter Seven

IV. Journal Response (15 min.)

- **Chapter Seven**

V. Sirens of Titan Journals (25 min.)

- Catch up on missing journals

Upcoming Events:

- **Parent - Teacher Conferences 2/25**
- **Sirens of Titan Finished 3/5**
- **Spring Break 3/24-3/28**

Chapter Five:

Describe the character of Boaz. He will be important for the next couple of chapters. What do we know about his character beyond just what Vonnegut has specifically told us. What do his actions say about the kind of person he is. (Actions speak louder than words.)

Boaz is acting as a friend of Unks. We find out that he actually a commander and controlling the Marsian army by their antennas. Boaz is portrayed as a friendly man when he talks to Unk. However, he does not tell Unk of the authority he has. I think that he a deceitful man and is potentially evil. (Rachel)

I know that he is a real commander on Mars. He is disguised as a recruiter. He controls the other men with a remote control that is hidden in his pocket. He seems to be a very lonely person and hasn't had much excitement so far in his life. He seems to believe that Hollywood night clubs are one of the great privilages that earth has to offer. It is forshadowed in the book that Boaz os going to be trouble for Unk. It seems like he almost drools over the plans that he has in store for him. The way that he goes up to Unk and talks about how well he has always had it also indicates that he has some jealousy going on. (Kayla)

Look at the sections of the letter from this chapter pertaining to Gossip, History, Astronomy, Biology, Theology, Geography, Psychology, and Medicine. Choose one of these topics and explain how it reminds you of a common saying. Example: The section on history ("They thought they would be better off on Mars.") reminds me of the saying "The grass is always greener on the other side" because... After explaining why it reminds you of a common saying, explain what you think Vonnegut intended by including this information. You can not use my example in your answer.

I choose Gossip, line 22. The quote is "General Borders is drunk all the time He is so drunk that he can't even tie his shoelaces so they will stay tied. Officers are as mixed up and unhappy as anybody. You used to be one, Unk, with a battalion all your own. This reminds me of, "You shouldn't judge someone until you have taken a walk in their shoes." I think that We often see people who are in charge as power happy, and out to get everyone for their own benefit. We think that they are in total control of their lives and that they don't have to go through any real hardships. Whether or not they are abusing their power, they are most likely just as unhappy as everyone else.I think that Vonnegut includes this to indicate that Mars is a pretty misrable place. People thought that they could start over and create a new society that would be more pleasureable than earth. But nobody knows what is going on, and everyone is afraid. (Kayla)

The section on psychology ("...the big trouble with dumb bastards is that they are too dumb to believe there is such a thing as being smart.") reminds me of the saying "Ignorance is bliss" because in a way, it makes you think if people are really either dumb or ignoran. Are they even able to think about their options? Is it really blissful, or are they avoiding what is actually going on in reality? (Julia)

Describe the mind control used on Mars. Is it possible to do things on Mars that the army does not want you to do? Why or why not?

Yes, it is. The pain can be avoided, but not for too long. When they wipe your mind, they do not clean it completely out. The letter contradicts anyone who says that the army has complete control. Unk read the entire letter and wasn't punished by his antenna. (Julia)

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Tuesday | Feb 25, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Unfairness in School Testing

II. Journal Response Review (10 min.)

- Chapter Six (see below)

III. Sirens of Titan (25 min.)

- Chapter Eight

IV. Journal Response (15 min.)

- **Chapter Eight**

V. Sirens of Titan Journals (25 min.)

- Catch up on missing journals

Upcoming Events:

- **Parent - Teacher Conferences Tonight**
- **Sirens of Titan Finished 3/5**
- **Spring Break 3/24-3/28**

Chapter Six:

Salo is the final main character in this book and will be hugely important. Who is Salo? What do we know about him so far?

Salo is the alien on the space ship that they are on. I don't know anything about him, because they have only mentioned his name once.

Salo is Rumfoord's crony on Titan. He was a messenger from another galaxy who was forced down on Titan by the failure of a part in his space ship's power plant. The month of Salo was named after him because he's a creature on Titan.

He is a tralfamadorian that is stranded on Titan because a part of his ship is broken. He is also the donator of the UWTB (Universal Will To Become) which powered the automated ships used by mars. Also his tralfamadorian spaceship is the design model for the Mars ships.

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Wednesday | Feb 26, 2014

Objectives:

- **Students will read and discuss presidential paragraphs.**
- **Students will compose an analytical response to the paragraph of their choice.**

I. Opening (15 min.)

- Current Event

II. The President's Paragraph (20 min.)

- **Politico**

III. Response (20 min.)

- Agree or disagree?

Upcoming Events:

- Parent - Teacher Conferences 2/25
- Sirens of Titan Finished 3/5
- Spring Break 3/24-3/28

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Start Agendas Projects Gradebook Activities Discussions Reports Term: 2nd Semester 2013-14

Project Settings

An American Script

Visibility: Show

April 14, 2014 - May 2, 2014

Driving Question

What would Forrest Gump look like if it were remade for the 21st century?

Project Briefcase

View: Teacher | Student + New Category

Project Launch

Show

- Entry Event — Show
- Project Calendar — Show
- Project Teams — Show
- Rubric(s) — Show

+ Add New Item + Copy Existing Item

Character Planning

Show

- Character Sheet — Show
- Storyboard — Show
- Character Planning — Show

+ Add New Item + Copy Existing Item

Individual Scripts

Show

- Individual Script — Show

+ Add New Item + Copy Existing Item

Benchmark Three

Show

- Benchmark Three — Show
- Add Purposeful Scaffolding/Resources — Show
- Benchmark Three Reflection — Show

+ Add New Item + Copy Existing Item

Culminating Events and Products

Show

Need to Knows

+ Post the first item

Project Groups

+ Create Group

There are no groups associated with this project yet.

Learning Outcomes

- Work Ethic (2 activities)
- Written Communications (1 activities)
- Analytical Thinking (1 activities)
- Media-Technology (1 activities)
- Collaboration (2 activities)
- Content (1 activities)

State Standards

USC.6.AG.3 Examine the importance of the seniority system and political parties in the legislative process

USC.6.AG.4 Explain the influence of lobbyists and special interest groups on the legislative process

USC.7.AG.3 Explain the justification and function of executive orders

Individual Written Assessment Show

Culminating Product Show

+ Add New Item + Copy Existing Item

Post Project Reflection Show

Final Student Self Reflection Show

+ Add New Item + Copy Existing Item

USC.7.AG.4 Explain the function of departments and agencies within the bureaucracy of the federal government

USC.7.AG.5 Investigate regulatory agencies, government corporations, and independent agencies

E.9.AG.1 Analyze the election process in the federal, state, and local governments:
• campaign finance
• campaign strategies
• voter registration
• factors affecting election turn-out

E.9.AG.2 Compare and contrast arguments for and against the electoral college

E.9.AG.3 Describe the role of political parties in federal, state, and local elections

E.9.AG.4 Describe components of campaigns for federal, state, and local elective offices:
• nomination process
• campaign funding and spending
• influence of media
• polling
• reappointment
• redistricting

E.9.AG.5 Examine the complexities of vote tabulation and certifying elections

CC.1.CH.1 Investigate the origins of the Counter Culture Movement of the mid 20th century (e.g., beat generation, hippies)

CC.1.CH.2 Research the trends in popular culture through literature, cinema, music, art, and television (e.g. rock and roll, pop art, sitcoms, MTV, mass media, science fiction, professional sports)

CC.1.CH.3 Examine the forces of change on the nuclear family (e.g., divorce rate, planned parenthood, single parents, welfare system, working women, birth control)

CC.1.CH.4 Discuss the changing cultural landscape (e.g., fast food, theme parks, family vacation, hotels/motels, automobile)

CC.1.CH.5 Examine the changing roles of women in society (e.g., National Organization of Women, Equal Rights Amendment, Title IX, Equal Employment Opportunity Commission, women in corporate America, key female politicians in the United States and the world)

CC.1.CH.6 Research the influence of the Baby Boom generation on society

RE.2.CH.4 Examine the role the United States has played in religious conflict in the world (e.g., Northern Ireland, India, Eastern Europe, Pakistan)

GC.5.CH.1 Investigate the role of the United States in the United Nations

GC.5.CH.2 Investigate the circumstances surrounding the creation of Israel

GC.5.CH.3 Research the United States' diplomatic attempts to bring peace to various regions of the world
- Middle East
- Latin America
- Asia
- Africa
- Eastern Europe

GC.5.CH.4 Research the rise of global terrorism

E.7.CH.1 Examine the influence of the following on the environmental movement:
- The novel Silent Spring
- Environmental Protection Agency
- Green Peace
- Earth Day

E.7.CH.2 Investigate the consequences of environmental disasters:
- Love Canal
- Three Mile Island
- Chernobyl
- oil spills
- Bhopal

E.7.CH.3 Discuss contemporary environmental issues

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Feb 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

Friday | Feb 28, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Sirens of Titan (45 min.)

- Chapters Nine and Ten

III. Journal Response (15 min.)

- Chapters Nine and Ten

IV. Supreme Court Cases (15 min.)

- Roe v. Wade
- Dred Scott v. Sanford
- Brown v. Board of Education
- Plessy v. Ferguson
- Miranda v. Arizona
- New York Times v. Sullivan
- Wisconsin v. Yoder
- Tinker v. Des Moines
- Texas v. Johnson
- Furman v. Georgia

Upcoming Events:

- **Sirens of Titan Finished 3/5**
- **Spring Break 3/24-3/28**

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Cross County High School, A New Tech... Jennifer McFarland

American Government 5th Period | Matt Evola

Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Tuesday | Mar 4, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Chapter Discussion (20 min.)

- Philosophy of Religion

III. Sirens of Titan Analysis (30 min.)

- **Second Four Chapters**

IV. Supreme Court Cases (15 min.)

- Roe v. Wade
- Dred Scott v. Sanford
- Brown v. Board of Education
- Plessy v. Ferguson
- Miranda v. Arizona
- New York Times v. Sullivan
- Wisconsin v. Yoder
- Tinker v. Des Moines
- Texas v. Johnson
- Furman v. Georgia

V. Case Brief (10 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

Upcoming Events:

- **Sirens of Titan Finished 3/11**
- **Spring Break 3/24-3/28**

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Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Friday | Mar 7, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Journal Response (20 min.)

- **Chapters Nine and Ten**

III. Chapter Discussion (20 min.)

- Philosophy of Religion

IV. Sirens of Titan Analysis (20 min.)

- **Second Four Chapters**

V. Supreme Court Cases (15 min.)

- Roe v. Wade
- Dred Scott v. Sanford
- Brown v. Board of Education
- Plessy v. Ferguson
- Miranda v. Arizona
- New York Times v. Sullivan
- Wisconsin v. Yoder
- Tinker v. Des Moines
- Texas v. Johnson
- Furman v. Georgia

Upcoming Events:

- Sirens of Titan Finished 3/11
- **Spring Break 3/24-3/28**

Cross County High School, A New Tech... Jennifer McFarland

American Government 5th Period | Matt Evola

Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Tuesday | Mar 11, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Chapter Discussion (20 min.)

- Philosophy of Religion

III. Sirens of Titan Analysis (30 min.)

- **Second Four Chapters**

IV. Supreme Court Cases (15 min.)

- Roe v. Wade
- Dred Scott v. Sanford
- Brown v. Board of Education
- Plessy v. Ferguson
- Miranda v. Arizona
- New York Times v. Sullivan
- Wisconsin v. Yoder
- Tinker v. Des Moines
- Texas v. Johnson
- Furman v. Georgia

V. Case Brief (10 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

Upcoming Events:

- **Sirens of Titan Finished 3/21**
- **Spring Break 3/24-3/28**

Cross County High School, A New Tech... Jennifer McFarland

Home > Courses >

American Government

5th Period | **Matt Evola**

Edit Course Settings

Edit Agenda

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Wednesday | Mar 12, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (10 min.)

- Where in the World

II. Sirens of Titan (35 min.)

- Chapter 11

Upcoming Events:

- **Sirens of Titan Finished 3/21**
- **Spring Break 3/24-3/28**

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American Government 5th Period | Matt Evola

Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Friday | Mar 14, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Journal Response (15 min.)

- **Chapter 11**

III. Sirens of Titan (35 min.)

- Chapter 12

IV. Journal Response (15 min.)

- **Chapter 12** (homework)

V. Case Brief (10 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

Upcoming Events:

- Sirens of Titan Test 3/21
- **Spring Break 3/24-3/28**

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American Government 5th Period | Matt Evola

Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Tuesday | Mar 18, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will compose an analytical response to the Novel.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Sirens of Titan (30 min.)

- Epilogue

III. Review (25 min.)

- Major Themes
  - Nature of Time (Fate, Fixed, Determinism)
  - Meaning of Life (Control, Purpose)
  - Religion (Purpose, Usefulness, Result)
  - Love and War
  - Others
- Symbolism
  - Antennas
  - Water
  - Others

IV. Case Brief (20 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

Upcoming Events:

- **Sirens of Titan Test 3/21**
- **Spring Break 3/24-3/28**

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American Government 5th Period | Matt Evola

Edit Course Settings

Mar 2014

SUN	MON	TUE	WED	THU	FRI	SAT
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Wednesday | Mar 19, 2014

Objectives:

- **Students will read and discuss The Sirens of Titan together.**
- **Students will prepare for the unit test.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Review (20 min.)

- Major Themes
  - Nature of Time (Fate, Fixed, Determinism)
  - Meaning of Life (Control, Purpose)
  - Religion (Purpose, Usefulness, Result)
  - Love and War
  - Others
- Symbolism
  - Antennas
  - Water
  - Others

IV. Case Brief (10 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

Upcoming Events:

- **Sirens of Titan Test 3/21**
- **Spring Break 3/24-3/28**

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Start Agendas Projects Gradebook Activities Discussions Reports Term: 2nd Semester 2013–14

Edit Agenda

Apr 2014

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Tuesday | Apr 1, 2014

Objectives:

- **Students will reflect on the Sirens of Titan and review their unit tests.**

I. Opening (35 min.)

- Where in the World
- Current Event

II. Unit Test Review (20 min.)

- Matching
  - Mostly good
- Short Answer
  - Main problem: length, detail
- Essay
  - Main problem: missing detail in one section

III. Case Brief (20 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

IV. Calendar (15 min.)

- Upcoming Events and Due Dates
- Branches of Government

Upcoming Events:

- **Case Briefs due 4/11**

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Apr 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Wednesday | Apr 2, 2014

Objectives:

- **Students will reflect on the Sirens of Titan and review their unit tests.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Case Brief (20 min.)

- Title and Citation
- Facts of the Case
- Issues
- Decisions
- Reasoning
- Seperate Opinions
- Analysis

IV. Calendar (10 min.)

- Upcoming Events and Due Dates
- Branches of Government

Upcoming Events:

- **Case Briefs due 4/11**

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Edit Agenda

Apr 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Friday | Apr 4, 2014

Objectives:

- **Students will compose responses to the first four sections of their case briefs.**

I. Opening (25 min.)

- Where in the World
- Current Event - #CancelColbert

II. Case Brief (45 min.)

- Focus on the first four criteria:
  - Title and Citation
  - Facts of the Case
  - Issues
  - Decisions

IV. Upcoming Events (20 min.)

- Branches of Government
- After May 9?

Upcoming Events:

- **Case Briefs due 4/11**

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Apr 2014

SUN	MON	TUE	WED	THU	FRI	SAT
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Tuesday | Apr 15, 2014

Objectives:

- **Students will be able to explain the main components of our final project, An American Script.**

I. Opening (15 min.)

- Where in the World
- Current Event

II. Entry Event (10 min.)

- **Forrest Gump**

III. An American Script (20 min.)

- Task: Write a Forrest Gump script for your generation
- **Calendar**

IV. Character Development (25 min.)

- What should our Forrest Gump look like? Sound like? Act like?

V. Divide and Conquer (20 min.)

- Brainstorm important events to include

Upcoming Events:

- Our Script due by May 2

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Home > Courses >

Start Agendas Projects Gradebook Activities Discussions Reports Term: 2nd Semester 2013–14

Edit Agenda

Apr 2014

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Wednesday | Apr 16, 2014

Objectives:

- **Students will be able to explain the main components of our final project, An American Script.**

I. Character Development (15 min.)

- What should our Forrest Gump look like? Sound like? Act like?

III. Divide and Conquer (30 min.)

- Brainstorm important events to include

Upcoming Events:

- **Our Script due by May 2**

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ARKANSAS DEPARTMENT OF EDUCATION

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Little Rock

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Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 14, 2014

Mr. Carl Easley, Superintendent
Wynne School District
P.O. Box 69
Wynne, AR, 72396

Re: Notice of Probationary Status Appeal Hearing (VIA CERTIFIED AND REGULAR MAIL)

Mr. Easley,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Wynne High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 13, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Wynne School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

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

An Equal Opportunity Employer

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Wynne School District
2013/2014 School Year

Standards Annual Accreditation Report

Wynne School District

Accreditation Status:

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

Schools:

1905014 - Wynne Primary School - Accredited

1905015 - Wynne Intermediate School - Accredited

1905016 - Wynne Junior High School - Accredited

1905017 - Wynne High School - Probationary

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	220
02	178
03	222
04	210
05	201
06	217
07	215
08	201
09	230
K	229
10	207
11	192
12	209

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
2731	240	43810

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
8.00	4.00	5.90	4.00

ARKANSAS DEPARTMENT OF EDUCATION

Wynne Primary School
2013/14 School Year

Standards Annual Accreditation Report

Wynne Primary School

Accreditation Status: Accredited

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 89

Wynne , AR 72396

870-238-5020

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 200510 K. Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 204510 K-4 Visual Art (***)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 211510 Grade 1 Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 222510 Grade 2 Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: HAYNES, TRENT: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	220
02	178
K	229

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
627	60	12968

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Wynne Intermediate School
2013/14 School Year

Standards Annual Accreditation Report

Wynne Intermediate School

Accreditation Status: Accredited

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
03	222
04	210
05	201

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
633	60	8440

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.00	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Wynne Junior High School
2013/14 School Year

Standards Annual Accreditation Report

Wynne Junior High School

Accreditation Status: Accredited

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	1905016	Job Not Certified: MCLENDON, KAREN: 970800 Gifted and Talented	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
06	217
07	215
08	201

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
633	60	7884

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.00	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Wynne High School
2013/14 School Year

Standards Annual Accreditation Report

Wynne High School

Accreditation Status: Probationary

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	1905017	Required Course(s) missing: Math Elective OSR Visit 12/10/13		Probationary
Job Not Certified	X	15.03.3	1905017	Job Not Certified: COLLINS, STEPHEN: 471000 World History	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905017	Job Not Certified: COLLINS, STEPHEN: 474600 World Geography (.5 credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905017	Job Not Certified: WIDBY, HALEY: 423000 Physical Science	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Advisory/Homeroom (ENRICHMENT 12 A)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Human Anatomy and Physiology (HUM ANAT& PHYS)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Introduction to Medical Professions (.5 credit) (INTRO MED PROF)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Medical Clinical Internship/Specialization (MED CLINIC SPEC)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Prep Period (PREPARATION)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Advisory/Homeroom (ENRICH 9 A)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Computerized Business Applications (CT BUS APPS)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Prep Period (PREPARATION)		

School Details Summary

Student Enrollment

Grade Level	Student Count
09	230
10	207
11	192
12	209

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
838	60	14518

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
3.00	1.00	1.90	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Wynne School District
2013/2014 School Year

Standards Annual Override Report

Wynne School District

Accreditation Status:

District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

Schools:

1905014 - Wynne Primary School - Accredited

1905015 - Wynne Intermediate School - Accredited

1905016 - Wynne Junior High School - Accredited

1905017 - Wynne High School - Probationary

ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Secondary Course Offerings	1905000	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	1905000	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Grade Level	1905016	Grade Level: SORRELS, DEBBIE Keyboarding (7-8 grade) (KEYBOARDING 6)			C
15.03.3	X	Job Not Certified	1905014	Job Not Certified: SHERLAND, TWYLA 211010 Grade 1	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1905015	Job Not Certified: WILLOUGHBY, CARRIE: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2015		I
15.03.3	X	Job Not Certified	1905015	Job Not Certified: CANTRELL, JESSICA: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	1905015	Job Not Certified: CANTRELL, JESSICA: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1905015	Job Not Certified: CANTRELL, JESSICA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	1905015	Job Not Certified: CANTRELL, JESSICA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1905016	Job Not Certified: VAUGHT, KELLY 388910 Career Development (CAREER DEVELOPM)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1905017	Job Not Certified: JONES, RUSSELL 999810 Football/Basketball/Track (SR/JR BOYS BB-F)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	High Qualified Teacher (HQT)	1905017	Highly Qualified Teacher Required for course Special Education Science (SCIENCE RES), but NEAL, DENISE is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	1905017	Highly Qualified Teacher Required for course Physical Science (PHY SCIENCE), but WIDBY, HALEY is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	1905017	Highly Qualified Teacher Required for course Special Education Science (SCIENCE RES), but BRIDGES, LARA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	1905017	Highly Qualified Teacher Required for course World History (WO HIST), but COLLINS, S CHRIS is not Highly Qualified Teacher			C
10.02.5	V	Class Size: Grades 7-12	1905017	Class CBI - FALL with teacher BRADLEY, BARBARA exceeds maximum class size of 6 with 10 students (Grade range: 7 to 12)			J
10.02.5	V	Class Size: Grades 7-12	1905017	Class CBI - FALL with teacher BRADLEY, BARBARA exceeds maximum class size of 6 with 11 students (Grade range: 7 to 12)			J

10.02.5	V	Class Size: Grades 7-12	1905017	Class MCJROTC B with teacher PAGE, JIMMIE exceeds maximum class size of 30 with 51 students (Grade range: 7 to 12)			J

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7033 5883 0472. Our records indicate that this item was delivered on 04/30/2014 at 10:05 a.m. in WYNNE, AR 72396. The scanned image of the recipient information is provided below.

Signature of Recipient : Frankie Baxter

FRANKIE BAXTER

Address of Recipient : PO Box 69

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Sincerely,
United States Postal Service

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*4/28/14 9171 7199 9991 7033 5883 0472 Annual Accreditation Report Carl Easley Wynne MN

38 REQUIRED COURSES CHECKLIST

Wynne High SCHOOL

DATE 12-12-13

Standards Rule 9.03.4 The following courses shall be taught annually for a total of 38 units. (Taught annually = students enrolled)

Revised 07/19/13

Language Arts (6)			Social Studies (4)			Mathematics (6)		
English 9	(410000)	1	American History	(470000)	1	Algebra I	(430000)	1
English 10	(411000)	1	World History	(471000)	1	Geometry	(431000)	1
English 11	(412000)	1	½ Civics	(472000)	.5	Algebra II	(432000)	1
English 12	(413000)	1	½ Economics	(474300) (Option 1)	.5	PreCalculus	(433000)	1
Oral Communications	(414010)	.5	½ Arkansas History	(473000), if not taught in 7-8		Calculus	(434010)	
or ½ Oral Communications (414000) & ½ Drama (416000)		.5	Other: W Geog / Govt/Econ		1	Bridge to Algebra II	(435000)	
Journalism	(415000)	1	Other: Soc		.5	Advanced Topics and Modeling in Mathematics	(439050)	
Total:		6	**Total:**		4	Algebra III	(439070)	1
Science (5)			**Career & Technical Education (9) in 3 occupational areas**			Mathematical Applications and Algorithms	(439080)	
Biology	(420000)	1	Building Trades			Linear Systems and Statistics	(439090)	
Chemistry	(421000)	1	Medical Professions		3	Other ADE Approved Math:		
Physics	(422000)	1	Family Consumer Science		6			
Physical Science	(423000)	1	Agriculture			**Total:**		
Other: Earth Sci	(423100-429999)	1	Business			**Other Required Courses (4 ½)**		
Total:		5	Auto Body			½ Health	(480000)	.5
Fine Arts (3 ½)			½ Economics	(492280) (Option 2)		Physical Education	(485000)	1
Art	(450000)	1	Other: TV		3	Computer Applications Davis	(492120), or (492490 & 492500)	1
Instrumental Music	(451000)	1	Other: Per Fin		.5	Foreign Language Spanish	(440000-449010)	1
Vocal Music	(452000)	1	Other:			*Two levels of the same language*		1
½ Survey of Fine Arts	(453000)	1	**Total:**		12	**Total:**		4½
or an Advanced Art or an Advanced Music from 400000 level codes as indicated in the current Course Code Listing on the ADE website.								
Total:		5						

COMMENTS:

AP Lang AP Eng Lit

AP Math AP Calc A-B

AP SS AP American Hist

AP Sci AP Chem

Signature: _____

Signature: Roy W. Caudle

Signature: _____

State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	48500A	5	PE 2 ALE	0.50	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	48500A	6	PE 2 ALE	0.50	0	0	1	1	90			6 - NOT APPLICABLE	NA		N		N	N
4	48500B	1	BOYS PE - ALE	0.50	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	Y
4	999830	11	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	48500G	2	GIRLS PE 1 ALE	0.50	0	0	0	0	45	000000			NA		N		N	Y
5	48500I	2	GIRLS PE 2 ALE	0.50	0	0	0	0	45	000000			NA		N		N	Y
5	48501A	1	PERS FIT ALE	0.50	0	0	1	1	45			6 - NOT APPLICABLE	NA		N		N	N

Teacher: MOORE, KENNETH Teacher #: 1363

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	431002	1	GEOMETRY	1.00	20	20	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	999830	65	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
1	999830	119	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	430002	6	ALGEBRA 1	1.00	0	0	25	25	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
2	999830	18	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N

*** IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.**

State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	999830	20	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	430002	3	ALGEBRA 1	1.00	22	22	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	439072	5	ALGEBRA 3 CP	1.00	0	0	27	27	0			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999830	33	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	999830	78	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	430002	4	ALGEBRA 1	1.00	16	16	15	15	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999800	9	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	999800	12	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	999830	156	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	999830	159	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	999816	5	SR FOOTBALL-F	0.50	0	0	0	0	45			6 - NOT APPLICABLE	NA		N		N	N
5	999817	6	SR FOOTBALL-S	0.50	0	0	0	0	0			6 - NOT APPLICABLE	NA		N		N	N
ENR	999862	5	ENRICH 10 B FAL	0	17	17	17	17	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: MOORE, LEE **Teacher #: 1086**

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	972305	2	MATH CONCEPTS	1.00	0	0	4	4	90			4 - MULTI-SUBJ HOUSSE	NA		N		Y	N
5	972305	2	MATH CONCEPTS	0	0	0	4	4	90			4 - MULTI-SUBJ HOUSSE	NA		N		Y	N
5	999830	25	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
ENR	999863	9	ENRICHMENT 11 B	0	10	10	10	10	0			6 - NOT APPLICABLE	NA		N		N	N

Teacher: ROBERTS, JACKIE **Teacher #: 1076**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	430002	1	ALGEBRA 1	1.00	23	23	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	432002	7	ALGEBRA 2	1.00	0	0	24	24	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	999830	116	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	432002	2	ALGEBRA 2	1.00	0	0	23	23	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
2	999830	193	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	431002	2	GEOMETRY	1.00	23	23	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	432002	3	ALGEBRA 2	1.00	0	0	22	22	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	999830	41	STUDENT AIDE	0	1	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	431002	3	GEOMETRY	1.00	17	17	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999800	10	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	999830	62	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	431002	3	GEOMETRY	0	17	17	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	999830	279	STUDENT AIDE	0	1	1	0	0	0	000000			NA		N		N	N
ENR	999862	6	ENRICH 10 B FAL	0	17	17	17	17	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: ROUTON, REE **Teacher #: 1303**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999830	100	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	999830	216	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	999830	92	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	999830	169	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N

Teacher: SANDERS, ANTHONY **Teacher #: 1037**

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	494700	4	DRAFT & DESIGN	1.00	19	19	19	19	90			6 - NOT APPLICABLE	NA		N		N	N
4	999830	81	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	494700	5	DRAFT & DESIGN	1.00	17	17	17	17	0			6 - NOT APPLICABLE	NA		N		N	N
5	999830	272	STUDENT AIDE	0	0	0	0	0	0	000000			NA		N		N	N
ENR	999861	4	ENRICH 9 A	0	21	21	21	21	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: SEMONDS, AMANDA **Teacher #: 1172**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	430002	5	ALGEBRA 1	1.00	0	0	23	23	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	439072	1	ALGEBRA 3 CP	1.00	20	20	0	0	0			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	999830	254	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE			N		N	
2	433000	1	PRE AP CAL/TRIG	1.00	0	0	20	20	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
2	999830	180	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	439072	2	ALGEBRA 3 CP	1.00	20	20	0	0	0			3 - TEACHER/ DEGREE/NBC	NA		N		N	N

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	534040	1	AP CALCULUS A-B	1.00	0	0	6	6	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999830	184	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	430002	2	ALGEBRA 1	1.00	25	25	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999800	57	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	999830	189	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	430002	2	ALGEBRA 1	0	25	25	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	999830	268	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
ENR	999862	7	ENRICH MATH REM	0	18	18	18	18	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: SIDES, ASHLEY Teacher #: 1369

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	41000A	2	ENGLISH 9-ALE	1.00	1	1	0	0	90	000000		3 - TEACHER/ DEGREE/NBC	NA		N		N	Y
1	41100A	4	ENGLISH 10-ALE	1.00	0	0	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	Y
1	41200A	3	ENGLISH 11 ALE	1.00	1	1	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	Y

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999830	265	STUDENT AIDE	0	0	2	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	999830	54	STUDENT AIDE	0	2	3	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	999830	44	STUDENT AIDE	0	1	2	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	999830	29	STUDENT AIDE	0	2	2	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	999830	263	STUDENT AIDE	0	3	3	0	0	90	000000		6 - NOT APPLICABLE			N		N	
ENR	999863	10	ENRICHMENT 11 B	0	14	14	14	14	0			6 - NOT APPLICABLE	NA		N		N	N

Teacher: STAFF Teacher #: 0

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	430003	6	ALG I ADV 8TH	1.00	0	0	0	0	90	000000			NA		N		N	N
1	430003	7	ALG I ADV 8TH	0.50	0	0	0	0	90	000000			NA		N		N	N
1	440000	5	SPANISH I 8TH	0.50	0	0	0	0	0	000000		6 - NOT APPLICABLE	NA		N		N	N
1	440000	6	SPANISH I 8TH	0.50	0	0	0	0	0	000000		6 - NOT APPLICABLE	NA		N		N	N
1	530100	1	ALGEBRA A	1.00	0	0	0	0	0	000000		6 - NOT APPLICABLE	NA		N		N	N
1	530200	1	ALGEBRA B	1.00	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	999830	288	CREDIT RECOVERY	0	0	0	0	0	0	000000		6 - NOT APPLICABLE	NA		N		N	N

* IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.

State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	413002	3	ENG 12 COL PREP	1.00	0	0	24	24	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999830	138	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	413002	3	ENG 12 COL PREP	0	0	0	24	24	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
ENR	999863	1	ENRICHMENT 11-B	0	17	17	17	17	0			6 - NOT APPLICABLE	NA		N		N	N

Teacher: VEST, VICKI **Teacher #: 1156**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	431002	4	GEOMETRY	1.00	0	0	25	25	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	432003	1	ALGEBRA 2 ADV	1.00	21	21	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	999830	148	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
2	431002	5	GEOMETRY	1.00	0	0	28	28	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
2	999830	177	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	431002	6	GEOMETRY	1.00	0	0	16	16	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N

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State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	432003	2	ALGEBRA 2 ADV	1.00	25	25	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999830	136	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	431002	7	GEOMETRY	1.00	12	12	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999800	13	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
4	999830	8	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	431002	7	GEOMETRY	0	12	12	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	999830	277	STUDENT AIDE	0	0	0	0	0	0	000000			NA		N		N	N
ENR	999862	4	ENRICH 10 B FAL	0	18	18	18	18	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: WARD, MELISSA **Teacher #: 1077**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	431003	2	GEOMETRY ADV	1.00	0	0	20	20	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	432002	5	ALGEBRA 2	1.00	21	21	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
1	999830	123	STUDENT AIDE	0	0	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N

*** IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.**

State Report Master Schedule Verification Report

WYNNE HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	432002	4	ALGEBRA 2	1.00	0	0	22	22	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
2	999800	14	PREPARATION	0	0	0	0	0	90			6 - NOT APPLICABLE	NA		N		N	N
2	999830	179	STUDENT AIDE	0	0	0	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
3	431003	1	GEOMETRY ADV	1.00	14	14	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	431003	3	GEOMETRY ADV	1.00	0	0	23	23	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999830	34	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
4	432002	6	ALGEBRA 2	1.00	13	13	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
4	999830	9	STUDENT AIDE	0	1	1	0	0	90	000000		6 - NOT APPLICABLE	NA		N		N	N
5	432002	6	ALGEBRA 2	0	13	13	0	0	90			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	999830	270	STUDENT AIDE	0	0	0	0	0	0	000000			NA		N		N	N
ENR	999862	8	ENRICH 10 B FAL	0	15	15	15	15	30			6 - NOT APPLICABLE	NA		N		N	N

Teacher: WATSON, CINDY Teacher #: 1114

* IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.

RECEIVED
OCT 07 2013
STANDARDS
ASSURANCE

DISTRICT LEA# 1905

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Wynne School District in Cross County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Wynne School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: _____ Date: 10/2/13

Superintendent's Signature: _____ Date: 10-2-13

Superintendent's Name (printed): Carl Easley

District Contact Person (Name/title): Carl Easley Superintendent

Phone # 870-238-5020 E-mail Address: ceasley@wynneschools.org

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

BOARD OF EDUCATION:
NEALL JACKSON, D.D.S., President
SPENCER PARKER, Vice-President
STACIE SCHLENKER, Secretary

Member AdvancEd

JACKIE CLARK, Board Member
SHANNON HOBBS, Board Member

Wynne Public Schools
Carl Easley, Superintendent
P.O. Box 69
Wynne, Arkansas 72396
Phone: (870) 238-5020 Fax: (870) 238-5011

May 15, 2014

Office of the Commissioner
Arkansas Department of Education
Four State Capitol Mall Room 304-A
Little Rock, Ar 72201

To whom it may concern,

Please consider this letter as the Wynne School District's notice of written appeal that ADE has improperly determined that Wynne High School has failed to meet Standards for Accreditation. Wynne High School has been given a probationary status for secondary course offerings in Mathematics, Rule 9.03.4.3 and Rule 9.03.4.11.8.

Wynne High School is on a 4x4 block schedule and made corrections to its master schedule for the 2nd semester of the 2013-14 school year to be in compliance with rule 9.03.4.3. Enclosed are course offerings for 1st and 2nd semester as well as rosters for the additional class that was added.

Please notify me as to the time and date of the appeal hearing before the state board.

Sincerely,

Carl Easley

Carl Easley
Superintendent

BOARD OF EDUCATION:
NEALL JACKSON, D.D.S., President
SPENCER PARKER, Vice-President
STACIE SCHLENKER, Secretary

Member AdvancEd

JACKIE CLARK, Board Member
SHANNON HOBBS, Board Member

Wynne Public Schools
Carl Easley, Superintendent
P.O. Box 69
Wynne, Arkansas 72396
Phone: (870) 238-5020 Fax: (870) 238-5011

RECEIVED
COMMISSIONER'S OFFICE
MAY 13 2014
DEPARTMENT OF EDUCATION

May 9, 2014

Office of the Commissioner
Arkansas Department of Education
Four State Capitol Mall Room 304-A
Little Rock, AR 72201

To Whom It May Concern:

Please consider this letter as Wynne School District's notice of written appeal that ADE has improperly determined that Wynne High School has failed to meet Standards for Accreditation. Wynne High School has been given a probationary status for secondary course offerings in Mathematics, Rule 9.03.3. wrong Rule

Wynne High School is on a 4x4 block schedule and made corrections to its master schedule for the 2nd semester of the 2013-14 school year to be in compliance with Rule 9.03.3. Enclosed are course offerings for 1st and 2nd semester as well as rosters for the additional class that was added. Should be 9.03.4.3

Please notify me as to the time and date of the appeal hearing before the State Board.

Sincerely,

Carl Easley

Carl Easley
Superintendent

Enclosures

BOARD OF EDUCATION:
NEALL JACKSON, D.D.S., President
SPENCER PARKER, Vice-President
STACIE SCHLENKER, Secretary

Member AdvancEd

JACKIE CLARK, Board Member
SHANNON HOBBS, Board Member

Wynne Public Schools
Carl Easley, Superintendent
P.O. Box 69
Wynne, Arkansas 72396
Phone: (870) 238-5020 Fax: (870) 238-5011

RECEIVED
COMMISSIONER'S OFFICE
MAY 13 2014
DEPARTMENT OF EDUCATION

May 9, 2014

Office of the Commissioner
Arkansas Department of Education
Four State Capitol Mall Room 304-A
Little Rock, AR 72201

To Whom It May Concern:

Please consider this letter as Wynne School District's notice of written appeal that ADE has improperly determined that Wynne High School has failed to meet Standards for Accreditation. Wynne High School has been given a probationary status for secondary course offerings in Mathematics, Rule 9.03.3.

Wynne High School is on a 4x4 block schedule and made corrections to its master schedule for the 2nd semester of the 2013-14 school year to be in compliance with Rule 9.03.3. Enclosed are course offerings for 1st and 2nd semester as well as rosters for the additional class that was added.

Please notify me as to the time and date of the appeal hearing before the State Board.

Sincerely,

Carl Easley
Superintendent

Enclosures

Schedule - WYNNE SCHOOL DIST

Edit Links Tools Favorites Help

Master Schedule Search

Building: 17 - WYNNE HIGH SCHOOL

Course: 439050

Name:

Section:

Period:

Find | Advanced

Display: Courses, Study Halls

HardCopy Ctrl-Alt-P

Course	Name	Section	Sessi	Period	Teacher	Credit	Grade List	Building	Max S	Use
439050	TOPICS IN MATH	1	0	3	MOORE, KENNETH	1.0000	09,10,11,12	17 - WYNNE HIGH SCHOOL	30	
439050	TOPICS IN MATH	2	0	2	SINGLETON, TRAC	1.0000	09,10,11,12	17 - WYNNE HIGH SCHOOL	30	

2 records found

CLASS LISTS

17 WYNNE HIGH SCHOOL

Course Id	Section	Description	Crs	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Bldg
439050	2	TOPICS IN MATH	0		1035	SINGLETON, TRAC	34	MTWRF	2	103	17

Student Id	Name	Gd	Sex	Counselor	Hrm	Days	Mp
2014017	BROWN, LAKEISHA LASHAY	12	F	GREENE, SANDRA	ARTR	M	
2014319	CANO, AARON JAY	12	M	GREENE, SANDRA	BGYM		
2014047	DAVIS, DARANISHE DEQUAN	12	F	GREENE, SANDRA	GGYM		
2014070	GARCIA, MARY ROBIN	12	F	GREENE, SANDRA	119		
2014071	GATLIN, EMIRIA TARENA	12	F	GREENE, SANDRA	G-FH		
2014260	HAMILTON, HEATHER MARIE	12	F	WIMBUSH, CHARLE	119		
2014081	HARBIN, ALLISON YVONNE	12	F	WIMBUSH, CHARLE	112		
2014245	HARRIS, ALEXIS MARIE	12	F	WIMBUSH, CHARLE	206		
2014097	HUDSON, ANNA GABRELLE	12	F	WIMBUSH, CHARLE	402		
2014340	JACKSON, AMONE	12	F	WIMBUSH, CHARLE	206		
2014343	LOPEZ, CHASIDY SHAENOEL	12	F	WIMBUSH, CHARLE	125		
2014286	MARTIN JR, DEJUAN JERMAIN	12	M	WIMBUSH, CHARLE	BGYM		
2014493	MCCLURE, TIMOTHY ALESSON	12	M	WIMBUSH, CHARLE	206		
2014132	MCGILL, DIANNE MALLORY	12	F	WIMBUSH, CHARLE	125		
2014133	MCKNIGHT, MEGAN JORDAN	12	F	WIMBUSH, CHARLE	EACC		
2015471	MITCHELL, HALEY JORDAN	11	F	WIMBUSH, CHARLE	207		
2014359	MOODY, DEMARCIA ANDRICKA	12	F	WIMBUSH, CHARLE	206		
2014454	NEELY, CODY JAMES	12	M	WIMBUSH, CHARLE	BGYM		
2014149	NEWBY, JOHN G	12	M	WIMBUSH, CHARLE	BNDR	M	
2014289	OWENS, TATUM PAIGE	12	F	WIMBUSH, CHARLE	201		
2014473	STEWARD, AHYESHA ALIAH	12	F	HARRIS, DONNA	A-8		
2014509	TAYLOR, COLTON CHASE	12	M	HARRIS, DONNA	408		
2014215	WITCHER, TAYLOR GRACE	12	F	HARRIS, DONNA	206		
2014219	WORLEY, MERSADIE MARIE	12	F	HARRIS, DONNA	206		

TOTAL FOR CLASS: 24

CLASS LISTS

17 WYNNE HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Perio d	Room	Crs Bldg
439050	1	TOPICS IN MATH	0	1363	MOORE, KENNETH	34	MTWRF	3	104	17

Student Id	Name	Gd	Sex	Counselor	Hrm	Days	Mp
2014003	ALLEN, NATHAN ANDREW	12	M	GREENE, SANDRA	BGYM		
2014374	BASKINS, STEPHANIE NICOLE	12	F	GREENE, SANDRA	112		
2014450	BROCK, AUSTIN JAMES	12	M	GREENE, SANDRA	402		
2014223	BUNCH, AUDRIANNA MADISON	12	F	GREENE, SANDRA	402		
2014037	CRAWFORD, GABRIELLE MONIQUE	12	F	GREENE, SANDRA	402		
2014055	ELLIS, COLTON WAYNE	12	M	GREENE, SANDRA	BGYM		
2014056	EOFF, SARAH LYNN	12	F	GREENE, SANDRA	206		
2014059	FERGUSON, KELSEY DANIELLE	12	F	GREENE, SANDRA	206		
2014069	GARCIA, CHRISTIAN ALFREDO	12	M	GREENE, SANDRA	402		
2014479	GRAY, SKYLAR KEENAN	12	M	GREENE, SANDRA	408		
2014085	HARRIS, TERRIKA LYNSHANDRIA	12	F	WIMBUSH, CHARLE	GGYM		
2014089	HICKS, DAYLON ODEN WAYNE	12	M	WIMBUSH, CHARLE	206		
2014499	HODGES, COLTON LEE	12	M	WIMBUSH, CHARLE	115		
2014094	HOLLOWAY, KYLIE DENA	12	F	WIMBUSH, CHARLE	402		
2014494	IRBY, CA'TERRIA DESJUANNA	12	F	WIMBUSH, CHARLE	124		
2014120	LOYD, KAYLA CHRISTINE	12	F	WIMBUSH, CHARLE	402		
2014393	LUNEAU, BROOKLYN NICOLE	12	F	WIMBUSH, CHARLE	402		
2014150	NORSWORTHY, TAYLOR BECK	12	M	WIMBUSH, CHARLE	201		
2014151	ODOM, EMILY REBECCA	12	F	WIMBUSH, CHARLE	BNDR	M	
2014411	PYLE, SHANLEY MARIE	12	F	HARRIS, DONNA	201		
2014330	RIGGINS, TEVA NICOLE	12	F	HARRIS, DONNA	402		
2014168	RODGERS, KAITLYN SHYANNE	12	F	HARRIS, DONNA	BNDR	M	
2014303	SIKLAS, ZACHARY GRANT	12	M	HARRIS, DONNA	402		
2014177	SMITH, CAITLIN ELAINE	12	F	HARRIS, DONNA	112		
2014506	TRIM II, EDDIE LEE	12	M	HARRIS, DONNA	408		
2014455	WASHINGTON, JEWELL MARIE	12	F	HARRIS, DONNA	113		
2014307	WINFREY, LAQUARTRA TEYONDA	12	F	HARRIS, DONNA	402		
2014218	WOODYARD, MADALYNN BLAIR	12	F	HARRIS, DONNA	115		

TOTAL FOR CLASS: 28

Fall Semester					
Algebra I Adv Algebra I	Geometry Adv Geometry	Algebra II Adv Algebra II	Algebra III Adv Algebra III	Precalculus	AP Calc
Singleton	Vest	Vest	Singleton		
Moore	Ward	Ward	Semonds		
Semonds	Roberts				
Roberts	Moore				

Spring Semester					
Algebra I Adv Algebra I	Geometry Adv Geometry	Algebra II Adv Algebra II	Topics in Math Modeling	Precalculus	AP Calc
Singleton	Vest	Roberts	Singleton	Semonds	Semonds
Moore	Ward	Ward	Moore		
Semonds					

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

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PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 15, 2014

Dr. L. Donnie Whitten, Superintendent
Arkadelphia School District
235 N. 11th Street
Arkadelphia, AR, 71923

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Dr. Whitten,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Arkadelphia High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 14, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Arkadelphia School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

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

An Equal Opportunity Employer

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Arkadelphia School District
2013/2014 School Year

Standards Annual Accreditation Report

Arkadelphia School District

Accreditation Status:

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

Schools:

1002006 - Central Primary School - Accredited

1002007 - Louisa Perritt Primary - Accredited

1002008 - Peake Elementary School - Accredited

1002009 - Goza Middle School - Accredited

1002010 - Arkadelphia High School - Probationary

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	164
02	150
03	162
04	159
05	152
06	133
07	155
08	138
09	153
K	184
10	156
11	126
12	138

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
1970	300	46109

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
6.75	5.00	2.00	5.00

ARKANSAS DEPARTMENT OF EDUCATION

Central Primary School
2013/14 School Year

Standards Annual Accreditation Report

Central Primary School

Accreditation Status: Accredited

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
02	150
03	162

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
312	60	5795

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Louisa Perritt Primary
2013/14 School Year

Standards Annual Accreditation Report

Louisa Perritt Primary

Accreditation Status: Accredited

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	164
K	184

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
348	60	6277

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Peake Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Peake Elementary School

Accreditation Status: Accredited

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
04	159
05	152

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
311	60	7700

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Goza Middle School
2013/14 School Year

Standards Annual Accreditation Report

Goza Middle School

Accreditation Status: Accredited

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
06	133
07	155
08	138

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
426	60	13936

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.00	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Arkadelphia High School
2013/14 School Year

Standards Annual Accreditation Report

Arkadelphia High School

Accreditation Status: Probationary

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	1002010	Required Course(s) missing : Physics		Probationary
Provisional License	X	15.03.6	1002010	Provisional License: ADAMS, AMANDA Prep Period (TEACHER PREP)		
Provisional License	X	15.03.6	1002010	Provisional License: ADAMS, AMANDA World History (W HIST PRE-AP)		
Provisional License	X	15.03.6	1002010	Provisional License: BRYANT, KENNY ACE Approved Technical Course (AVIATION I)		
Provisional License	X	15.03.6	1002010	Provisional License: BRYANT, KENNY ACE Approved Technical Course (AVIATION III)		

School Details Summary

Student Enrollment

Grade Level	Student Count
09	153
10	156
11	126
12	138

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
573	60	12401

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.75	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Arkadelphia School District
2013/2014 School Year

Standards Annual Override Report

Arkadelphia School District

Accreditation Status:

District:

1002000 - Arkadelphia School District

Superintendent Lary Whitten

235 North 11th

Arkadelphia , AR 71923

870-246-5564

Schools:

1002006 - Central Primary School - Accredited

1002007 - Louisa Perritt Primary - Accredited

1002008 - Peake Elementary School - Accredited

1002009 - Goza Middle School - Accredited

1002010 - Arkadelphia High School - Probationary

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.4.10	IV	Advanced Placement Approval	1002010	No AP Approval for teacher MORGAN, BECKY for course Advanced Placement Environmental Science (AP ENVIRON SCI)			C
9.03.4.10	IV	Advanced Placement Approval	1002010	No AP Approval for teacher HYDE, BERTHA for course AP Calculus AB (AP CALCULUS)			C
9.03.4.10	IV	Advanced Placement Approval	1002010	No AP Approval for teacher FOSHEE, KELLY for course AP Physics B (AP PHYSICS)			C
9.03.4.10	IV	Advanced Placement Approval	1002010	No AP Approval for teacher COON, MARK for course AP United States Government & Politics (AP AMER GOV/POL)			C
9.03.4.10	IV	Advanced Placement Approval	1002010	No AP Approval for teacher COON, MARK for course AP United States History (AP US HISTORY)			C
9.03.3	IV	Secondary Course Offerings	1002000	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	1002000	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Secondary Course Offerings	1002000	Required Course(s) missing : Physics			C
15.03.3	X	Job Not Certified	1002000	Job Not Certified: PORTER, AIGA 7005 Director of Day Care/ After School Care	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002007	Job Not Certified: MORRIS, ELIZABETH: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002007	Job Not Certified: MORRIS, ELIZABETH: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002007	Job Not Certified: MORRIS, ELIZABETH: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002007	Job Not Certified: MORRIS, ELIZABETH: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002009	Job Not Certified: WILLIAMS, MELANIE: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	1002009	Job Not Certified: WILLIAMS, MELANIE: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	1002009	Job Not Certified: BRUMFIELD, NICHOLAS 999800 Prep Period (TEACHERS PREP)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002010	Job Not Certified: BARNES, BECKY 410000 English 9 (ENG 09 PRE-AP)	ALP Licensure Completion Date: 09/01/2016		I

15.03.3	X	Job Not Certified	1002010	Job Not Certified: BARNES, BECKY 411000 English 10 (ENG 10 PRE-AP)	ALP Licensure Completion Date: 09/01/2016		I
15.03.3	X	Job Not Certified	1002010	Job Not Certified: GOZA, CARY 492330 Marketing (LIFE/JOB SK PL)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: GOZA, CARY 972200 Special Education Science (RES SCI AACE)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: CRANOR, ELI 999810 Football/Basketball/Track (BOYS ATH10-12)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002010	Job Not Certified: KAPELLA, JAMIE 999800 Prep Period (TEACHER PREP)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002010	Job Not Certified: BENTON, JASPER 420000 Biology (BIOLOGY AACE)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: BENTON, JASPER 480000 Health and Wellness (.5 Credit) (HEALTH +AACE)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: ELDRIDGE, JR 999810 Football/Basketball/Track (BOYS ATH10-12)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002010	Job Not Certified: DAVIS, JUDY 450000 Art I (ART I AACE)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: MOORE, KIMBERLY 430000 Algebra I (ALGEBRA I)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	1002010	Job Not Certified: MOORE, KIMBERLY 431000 Geometry (GEOMETRY PRE-AP)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	1002010	Job Not Certified: BRUMFIELD, NICHOLAS 999800 Prep Period (TEACHER PREP)	ALP Licensure Completion Date: 09/01/2016		C
15.03.1	X	Personnel Not Certified	1002009	Personnel Not Certified: BRUMFIELD, NICHOLAS 377810 Physical Education Grade 7 (PHYSICAL ED 7)			C
15.03.1	X	Personnel Not Certified	1002009	Personnel Not Certified: BRUMFIELD, NICHOLAS 388810 Physical Education Grade 8 (PHYSICAL ED 8)			C
15.03.1	X	Personnel Not Certified	1002009	Personnel Not Certified: BRUMFIELD, NICHOLAS 999810 Football/Basketball/Track (BOYS' ATH 7)			C
15.03.1	X	Personnel Not Certified	1002010	Personnel Not Certified: KAPELLA, JAMIE 432000 Algebra II (ALG-II PRE-AP)			C
15.03.1	X	Personnel Not Certified	1002010	Personnel Not Certified: KAPELLA, JAMIE 439090 Linear Systems and Statistics (LINEAR SYS/STAT)			C
15.03.1	X	Personnel Not Certified	1002010	Personnel Not Certified: KAPELLA, JAMIE 539030 AP Statistics (AP STATISTICS)			C
15.03.1	X	Personnel Not Certified	1002010	Personnel Not Certified: BRUMFIELD, NICHOLAS 480000 Health and Wellness (.5 Credit) (HEALTH +)			J
10.02.5	V	Class Size: Grades 7-12	1002010	Class W HIST PRE-AP with teacher ADAMS, AMANDA exceeds maximum class size of 30 with 41 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class W HIST PRE-AP with teacher ADAMS, AMANDA exceeds maximum class size of 30 with 51 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class W HIST PRE-AP with teacher ADAMS, AMANDA exceeds maximum class size of 30 with 52 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class INT ENGI DESIGN with teacher MCMILLION, BUD exceeds maximum class size of 30 with 59 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class GEOMTRY PRE-AP with teacher WILLIAMS, JAMES exceeds maximum class size of 30 with 59 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class Gifted and Talented with teacher DAVIS, KIMBERLY exceeds maximum class size of 30 with 110 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class ENG 10 PRE-AP with teacher QUEEN, SEAN exceeds maximum class size of 30 with 41 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class ENG 10 PRE-AP with teacher QUEEN, SEAN exceeds maximum class size of 30 with 51 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	1002010	Class ENG 10 PRE-AP with teacher QUEEN, SEAN exceeds maximum class size of 30 with 52 students (Grade range: 7 to 12)			I

10.02.5	V	Total Students: Grades 7-12	1002010	Teacher WILLIAMS, JAMES has more than 150 total students: 152 students			I
10.02.4	V	Class Size: Grades 4-6	1002008	Class Gifted and Talented with teacher MORTENSEN, NANCY exceeds maximum class size of 30 with 34 students (Grade range: 4 to 6)			I
10.02.4	V	Class Size: Grades 4-6	1002009	Class Gifted and Talented with teacher DAVIS, KIMBERLY exceeds maximum class size of 30 with 72 students (Grade range: 4 to 6)			I
10.02.4	V	Class Size: Grades 4-6	1002009	Class IND. MATH 6-8 with teacher THOMAS, MARY exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)			C
10.02.3	V	Class Size: Grades 1-3	1002006	Class LA. RES/D3 with teacher SCOTT, JEREECE exceeds maximum class size of 8 with 9 students (Grade range: 1 to 3)			C
10.02.3	V	Class Size: Grades 1-3	1002006	Class RDG. RES./03 with teacher SCOTT, JEREECE exceeds maximum class size of 8 with 9 students (Grade range: 1 to 3)			C
10.02.2	V	Class Size: Kindergarten	1002007	Class ART - K with teacher WATSON, JANE exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	1002007	Class MUSIC - K with teacher PARKER, MISHA exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	1002007	Class LANG. ARTS- K with teacher TERRY, ROMANETHA exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	1002007	Class MATH - K with teacher TERRY, ROMANETHA exceeds maximum class size of 20 with 21 students (Grade range: K)			C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

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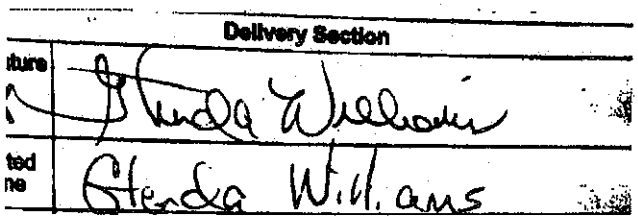

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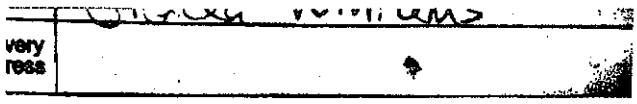

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United States Postal Service

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4/28/14 9199 9991 7033 5882 9780 Annual Accreditation Report Lary Whitten Arkadelphia JC

This master schedule check in December was initiated by a question they had concerning courses they wanted to offer next year. I ran the master schedule so we could check specific course codes and at that time it showed they had no students in physics. This was verified by the initial and final accreditation report and they could offer no evidence to refute this finding. A check of master schedule on May 1, 2014 confirmed finding.

State Report Master Schedule Verification Report

ARKADELPHIA HIGH SCHOOL

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	470000	1	AMER HIST 11	1.00	17	17	16	16	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
8	999832	312	TEACHER AIDE	0	1	1	1	1	45	000000		6 - NOT APPLICABLE	NA		N		N	N

Teacher: FOSHEE, KELLY Teacher #: 1174

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	13	TEACHER PREP	0	0	0	0	0	45			6 - NOT APPLICABLE	NA		N		N	N
2	999800	131	TEACHER PREP	0	0	0	0	0	45			6 - NOT APPLICABLE	NA		N		N	N
3	42300N	3	PHY.SCI.PRE-AP9	1.00	26	26	27	27	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999832	289	TEACHER AIDE	0	1	1	1	1	45	000000		6 - NOT APPLICABLE	NA		N		N	N
4	424020	1	ENVIRONM. SCI.	1.00	20	20	20	20	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	522030	2	AP PHYSICS	1.00	21	21	21	21	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
6	422000	1	PHYSICS	1.00	0	0	0	0	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
7	42300N	2	PHY.SCI.PRE-AP9	1.00	24	24	23	23	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N

* IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.

State Report Master Schedule Verification Report

ARKADELPHIA HIGH SCHOOL

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2	999800	131	TEACHER PREP	0	0	0	0	0	45			6 - NOT APPLICABLE	NA		N		N	N
3	42300N	3	PHY.SCI.PRE-AP9	1.00	25	25	26	26	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
3	999832	289	TEACHER AIDE	0	1	1	1	1	45	000000		6 - NOT APPLICABLE	NA		N		N	N
4	424020	1	ENVIRONM. SCI.	1.00	20	20	21	21	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
5	522030	2	AP PHYSICS	1.00	21	21	21	21	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
6	422000	1	PHYSICS	1.00	0	0	0	0	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
7	42300N	2	PHY.SCI.PRE-AP9	1.00	24	24	22	22	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N
8	42300N	6	PHY.SCI.PRE-AP9	1.00	27	27	28	28	45			3 - TEACHER/ DEGREE/NBC	NA		N		N	N

Teacher: FRIZZELL, ALLISON **Teacher #: 1377**

Period	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Period Length	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	439090	1	LINEAR SYS/STAT	1.00	7	7	11	11	45			1 - PASSED CONTENT TEST	NA		N		N	N
2	43200N	1	ALG II PRE-AP	1.00	15	15	17	17	45			1 - PASSED CONTENT TEST	NA		N		N	N

*** IF THE CALCULATE USED SEATS OPTION HAS NOT BEEN RUN, THEN INACCURATE SEAT COUNTS MAY BE REFLECTED IN THIS REPORT.**

RECEIVED
OCT 15 2013

DISTRICT LEA# 1002000

STANDARDS ASSURANCE

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Arkadelphia School District in Clark County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Arkadelphia School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

DISTRICT LEA# 1002000

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: _____ Date: 10-10-2013

Superintendent's Signature: _____ Date: 10-8-2013

Superintendent's Name (printed): Mr. Lary D. Whitten

District Contact Person (Name/title): Mr. Lary D. Whitten/Superintendent

Phone # (870)246-5564 E-mail Address: Donnie.whitten@arkadelphiaschools.org

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Arkadelphia Public Schools

Office Of The Superintendent

May 14, 2014
Schools of Excellence

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
Room 304-A - 4 State Capitol Mall
Little Rock, Arkansas 72201-1071

Dear Dr. Kimbrell:

I am writing to appeal the recommendation made by Standards Assurance Unit that Arkadelphia High School (AHS) be designated as "probationary" status with the Arkansas Department of Education. The Standards Assurance Unit has noted that the reason for this recommendation is because AHS did not offer **Physics** as outlined in the standards. They also informed us of our right to appeal to you and/or the State Board of Education.

The reasons for this appeal are listed below:

1. AHS is currently a member of the Arkansas Advanced Initiative for Math & Science (AAIMS) and has been a part of this program for the last four years. Additionally, we are part of the STEM Works initiative offering all three (New Tech, Project Lead the Way and EAST) programs to our students. A critical expectation of these programs (AAIMS and New Tech) is encouraging students to enroll in more AP and project-based classes in order to better prepare them for college and careers.

2. The students at AHS were offered Physics through their course catalogue and enrollment packet (See Attachments). All of the students who enrolled in Physics chose the AP course rather than the general course. The Standards Unit explained to us that a student must be enrolled in the regular course in order for it to count as being offered and meet the standard.

3. In our opinion, AHS is being penalized for pursuing innovative methods and supporting the ADE's top initiatives that encourage students to choose AP and project-based classes over other courses. All of our students enrolled in a Physics course at AHS chose the AP Physics course. Additionally, Arkadelphia has implemented these programs (New Tech, PLTW, EAST and AAIMS) without applying for charter school status or requesting any charter funding from the ADE.

All of the documentation showing that AHS offered Physics during registration and is still offering the course is included with this letter. We are requesting that you or the Arkansas Board of Education reject the recommendation of the Standards Review Unit and classify AHS as meeting standards for the 2013-14 school year.

Sincerely,

Donnie Whitten, Ed.D.
Superintendent

L. Donnie Whitten, Ed.D. – Superintendent Of Schools
235 N. 11th Street · Arkadelphia, AR 71923
Telephone: (870) 246-1100 · Fax: (870) 246-1144

Arkadelphia Public Schools

Office Of The Superintendent

May 14, 2014
Schools of Excellence

RECEIVED
COMMISSIONER'S OFFICE
MAY 20 2014
DEPARTMENT OF EDUCATION

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
Room 304-A - 4 State Capitol Mall
Little Rock, Arkansas 72201-1071

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All of the documentation showing that AHS offered Physics during registration and is still offering the course is included with this letter. We are requesting that you or the Arkansas Board of Education reject the recommendation of the Standards Review Unit and classify AHS as meeting standards for the 2013-14 school year.

Sincerely,

Donnie Whitten, Ed.D.
Superintendent

L. Donnie Whitten, Ed.D. – Superintendent Of Schools
235 N. 11th Street · Arkadelphia, AR 71923
Telephone: (870) 246-1100 · Fax: (870) 246-1144

Arkadelphia High School

401 High School Drive
Arkadelphia, AR 71923
870-246-7373 870-246-1154 fax

David Maxwell, Principal
Cheryl Merk, Assistant Principal
Carla Narlesky, Assistant Principal
Randy Hicks, Dean of Students

COPY

May 9, 2014

Dr. Donnie Whitten
Superintendent
Arkadelphia Public School District

Dear Sir,

The following evidence is presented to confirm that Arkadelphia High School offered the general education course 422000 Physics for the 2013-2014 school year.

Arkadelphia High School, an Arkansas Advanced Initiative for Math and Science (AAIMS) member school, offers all required courses plus more rigorous courses in order to enhance the learning opportunities of our students (p.2, Appendix A).

Arkadelphia High School offers a full range of science opportunities, as well as two diploma tracts, in order to meet the needs of our students (p. 8, 18, Appendix A).

Juniors and sophomores register for courses in February of each year for the next school year (Appendix B).

Registration numbers are gathered and used to set the Master Schedule for the next school year (Appendix C).

The Master Schedule is created from requested numbers. We intentionally kept the period open in case a student transferred to us and needed the 422000 Physics general education course. The period the course is offered is still open in case we receive a transfer during the spring semester (Appendix D).

Thank you for any consideration,

David R. Maxwell, Ed.S.
Principal
Arkadelphia High School

AHS
Course Catalog

Appendix A

2013-2014

Dear Parent:

In accordance with the Arkansas Department of Education RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS, Arkadelphia High School is a provider of the following courses which are taught annually for a total of thirty-eight (38) units. For additional information regarding the specific options in these areas, please refer to your Course Catalog published on the Arkadelphia High School Website, http://apsd.k12.ar.us/ahs/, or contact the high school at 246-7373.

The following courses are offered annually at Arkadelphia High School:

Language Arts – 6 units
"Required by the state"
2 units Pre-AP English 9, 10
2units English 11, 12
½ unit Oral Communications
½ unit of Drama
1 unit Journalism
"Additional offerings at Arkadelphia High School"
1 unit AP English Language and Composition
1 unit AP English Literature and Composition
1 unit Ramp Up to Advanced Literacy

Mathematics – 6 units
"Required by the state"
1 unit Algebra I
1 unit Pre-AP Geometry
1 unit Pre-AP Algebra II
1 unit Algebra III
1 unit Pre-Calculus/Trigonometry
1 unit Discrete Mathematics
"Additional offerings at Arkadelphia High School"
1 unit AP Statistics
1 unit AP Calculus

Health and PE – 1 ½ units
"Required by the state"
1 unit PE
½ unit Health and Education

Science – 5 units
"Required by the state"
1 unit Pre-AP Physical Science
1 unit Pre-AP Biology
1 unit Environmental Science
1 unit Pre-AP Chemistry
1 unit Physics
"Additional offerings at Arkadelphia High School"
1 unit Human Anatomy & Physiology
1 unit AP Environmental Science
1 unit AP Chemistry
1 unit AP Biology
1 unit AP Physics

Social Studies – 4 units
"Required by the state"
½ unit Civics and ½ Economics
1 unit Pre-AP World History
1 unit U.S. History
1 unit Civics
"Additional offerings at Arkadelphia High School"
1 unit AP U.S. History
1 unit AP European History
1 unit AP American Government and Politics

Foreign Language
"2 units of same language required by the state"
"Offered at Arkadelphia High School"
3 units Spanish I, II, III
2 units French I, II
1 unit AP Spanish

Fine Arts – 3 ½ units
"Required by the state"
1 unit Art I
½ unit Advanced Art
"Additional offerings at Arkadelphia High School"
4 units Band 9, 10, 11, 12
4 units Jazz Band 9, 10, 11, 12
4 units Concert Choir 9, 10, 11, 12
4 units Arkadelphia Singers 9, 10, 11, 12
1 unit Art II
1 unit AP Studio Art Drawing
1 unit AP Studio 2-D Design

Career and Technical Education – 9 units of sequenced career and technical education courses (programs of study) representing (3) occupational areas.
"Offerings at Arkadelphia High School to meet the 9 required units"

Aviation
1 unit Fundamentals of Flight
1 unit Airports, Airspace, and Weather
1 unit Pilot Operations

Business Education
½ unit Computer Applications/1/2 unit Computer Applications II
1 unit Accounting I
1 unit Accounting II
½ unit Digital Communications I: Digital Layout and Design
½ unit Digital Communications II: Digital Imaging
½ unit Digital Communications III: Digital Media
½ unit Digital Communications IV: Digital Audio and Media Productions
½ unit Banking and Finance Principles
½ unit Banking and Finance Operations
1 unit Web Design I – Foundations
1 unit Web Page Design II- Site Designer

Business Education Marketing Technology
½ unit Introduction of Marketing
½ unit Sports and Entertainment Marketing
1 unit Marketing
1 unit Marketing Work Based Learning
1 unit Internship
1 unit Marketing Internship
½ unit Workplace Readiness
½ unit Advertising
½ unit Entepreneurship

Family & Consumer Sciences
1 unit Orientation to Teaching
1 unit Family and Consumer Sciences
½ unit Child Development/½ unit Parenting
½ unit Clothing Management/1/2 unit Housing and Interior Design
½ unit Food and Nutrition
½ unit Nutrition and Wellness/½ unit Human Relations
1 unit Child Care and Guidance Management Services
1 unit

Government & Public Administration
4 units Army JROTC I, II, III, IV

Workforce Education
4 units East Lab I, II, III, IV

Engineering & Technology
1 unit Introduction to Engineering Design
1 unit Principles of Engineering
1 unit Digital Electronics
1 unit Computer Integrated Manufacturing
1 unit Engineering Design and Development
4 units Industrial Equipment Maintenance Technology

Healthcare Professional
½ unit Introduction to Medical Professions
½ unit Medical Procedures
½ unit Medical Terminology
½ unit Pathology
½ unit Abnormal Psychology

TABLE OF CONTENTS

Mission 5

Philosophy 5

AHS Graduation Policy (2014 and after) 6

AHS Graduation Policy (2012, 2013) 8

English 10

Language Arts 12

Journalism 12

Foreign Languages 13

Math 14

Science 18

Social Studies 20

Career & Technical Education

- Aviation 22
- Business Education 23
- Marketing Technology 25
- Engineering & Technology 27
- Family & Consumer Sciences 28
- Government & Public Administration (JROTC) 30
- Workforce Education (EAST) 31
- Healthcare Professional 32

Fine Arts 33

Health Education 35

Athletics 35

Community Service 35

Smart Core Course Code List 36

MISSON STATEMENT

The mission of Arkadelphia High School is to provide our students with the assistance of highly qualified teachers in order that they may become proficient in the areas of mathematics, literacy, and composition necessary to equip them for the challenges to be faced in our changing global society.

PHILOSOPHY

We believe that the purpose of Arkadelphia High School is for the faculty and staff to establish an atmosphere that maximizes the teaching and learning process in order to assist each student in realizing his/her fullest potential.

We believe that staff utilization of classroom management procedures, administrator's feedback on instruction, effective use of educationally sound teaching strategies, continuous professional development, and parent promotion of attendance should enhance each student's opportunity to learn.

We believe that parents should embrace the teaching and learning process by limiting classroom interruptions and by becoming involved in the students' schooling through various options provided by the staff.

We further believe that curriculum, instruction, testing, and constant monitoring and feedback of each student's progress should be used to make decisions in improving teaching and learning.

We also believe that all students should be expected to learn and master the basic literacy skills, and that all adults involved with their learning should stress academic achievement.

We believe that the principal is the instructional leader and should model the school's purpose as well as set high expectations for all, especially students and staff.

We believe that a positive school climate should be provided and maintained through a safe physical plant as well as positive interaction among teachers, students, and administrators.

AHS Graduation Policy

(Graduating class of 2014 and Beyond)

Arkadelphia School District No. 1 offers two diplomas (regular and advanced). Generally, one semester's attendance (last semester) is required to receive an Arkadelphia High School diploma. Exceptions may be made only by the Board of Education upon the recommendation of the principal and the superintendent after an evaluation of the transcript and the reason for the transfer. Students must complete all requirements for graduation or an individual education plan in order to participate in the graduation ceremony.

A. ADVANCED DIPLOMA-27 credits as follows:

4 Pre-AP English 9 & 10, AP Language, AP Literature

4 Math- Algebra I*, Pre-AP Geometry*, Pre-AP Algebra II*, Trigonometry/Pre-Calculus, AP Calculus, AP Statistics, Linear Systems/Statistics Algebra III. At least one of the listed courses beyond Algebra II must be taken during the senior year. A math course must be taken each year.

4 Science- Pre-AP Physical Science, Pre-AP Biology*, Pre-AP Chemistry, and one of the following courses: AP Chemistry, AP Biology, AP Physics, AP Environmental Science,

4 Social Studies- Civics/Economics*, Pre-AP World History*, United States History*, and one of the following courses: AP American Government and Politics, AP U.S. History or AP European History. At least one course in Social Studies must be AP.

2 Foreign Language

½ Health*

½ Physical Education*

½ Fine Arts**

½ Oral Communications*

1 Computer Applications

6 Career Focus

27

The eight (8) semesters GPA must be 3.300 or greater

B. REGULAR DIPLOMA- 26 credits as follows:

4	English*
4	Math- Algebra I*, Pre-AP Geometry*, Pre-AP Algebra II*, and a math course the senior year. A math course must be taken each year.
3	Science- Pre-AP Physical Science, Pre-AP Biology*, any Chemistry, Anatomy & Physiology, Physics, or Environmental Science. Students who are planning to enter college or apply for the Challenge Scholarship are strongly advised to take Chemistry due to the entrance requirements set by the colleges and universities.
3	Social Studies- Civics/Economics*, World History*, United States History*
1	Foreign Language
½	Health*
½	Physical Education*
½	Fine Arts**
½	Oral Communications*
1	Computer Applications Course
8	Career Focus
26	

The eight (8) semesters GPA must be 2.000 or greater.
*These courses are required by the Arkansas Department of Education.
**Band or Choir may be substituted for the Fine Arts requirement. For both REGULAR and ADVANCED DIPLOMAS:

-- All courses (including traditional activity course yield 1/2 credit per semester).
-- No credit will be given for teacher aide, counselor aide, work permit, or office aide.
-- A maximum of 1 credit may be from Athletics.
-- Students enrolled in Advanced Placement courses will be awarded and additional quality point for each AP course passed and the completion of the AP exam. College courses are not eligible to receive the extra quality point.
-- All seniors must be enrolled in five credit courses each semester.

GRANTING CREDIT

- Credit toward graduation requirements are granted on completion of courses taken during grades 9 – 12 (unless ADE approved Algebra I taken in 7th or 8th grade).
- See North Central Association Policies and Standards for the Accreditation of Secondary Schools; Standard II, Provision for Granting Credit.

COURSE DESCRIPTIONS

ENGLISH

410001 English 9 Pre-AP (9th) **1 Year, 1 Unit**
Prerequisites: None **Course: Pre-AP**
Students will read and analyze a variety of texts by numerous authors from several genres and explore the characteristics of each. They will recognize and understand the concept of theme. They will apply critical thinking skills through reading, writing, speaking, and listening strands. Students will practice writing in a variety of genres and development language arts skills through that writing and in writing workshops. Students will achieve all through project-based learning and using technology as a learning tool.

411001 English 10 Pre-AP (10th) **1 Year, 1 Unit**
Prerequisites: None **Course: Pre-AP**
English 10 is a course which focuses on the literature of the world. Students will survey and apply a wide variety of multicultural literature from diverse authors and various time periods. Using project-based learning, students will apply critical thinking skills, using reading, speaking, writing, and listening strands of language arts. Students will explore these strands in writing and research and through the use of technology as a learning tool. The grammar skills will be utilized in composition, with students required to read and study additional selections.

412000 English 11 (11th) **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
In addition to reviewing grammar skills, this course emphasized expositive and persuasive writing and skills development for both the Arkansas literacy assessment and the ACT. The literature will include American fiction and non-fiction.

413000 English 12 (12th) **1 Year, 1 Unit**
Prerequisites: Students must have passed 11th grade English or be enrolled in an eleventh grade English correspondence course **Course: Regular**
After a review of grammar skills, students will work with expository writing and research skills. The literature will include mythology and Greek plays but will emphasize the literature of Britain, with a special unit on Shakespeare. Students will practice vocational-technical skills and those skills tested by ACT. Course availability is subject to student demand.

517030 AP English Language and Composition (11th, 12th) **1 Year, 1 Unit**
Prerequisites: Students must have passed 10th grade Pre-AP English **Course: AP**
This course is intended to provide juniors who are interested in studying and writing analytic or persuasive essays on nonliterary topics with a college-level emphasis in language, rhetoric, and expository, argumentative and narrative writing. Students read and write extensively and engage in discourse about their reading and writing. Literacy works related to classical British and American literature to provide a well-rounded junior English course, as approved by the College Board, will supplement the AP curriculum. Students will take the AP test for possible college credit; this three-hour test, given in May, requires a test fee, which will be paid by the state. To receive the extra quality point in GPA calculation, students must pass both semesters and complete the AP exam.

517040 AP English Literature and Composition (12th) **1 Year, 1 Unit**
Prerequisites: Enrollment at the Teacher's discretion **Course: AP**
This course engages students in the careful reading and critical analysis of literature studies through close reading of various genres and periods of World and American literature. Writing assignments will include expository and analytical essays to increase the students' ability to explain clearly, cogently, and elegantly what they understand abou5t literary works. The College Board has approved the AP curriculum. Stud3nts may choose to take the AP test for possible college credit. To receive the extra quality point in GPA calculations, students must pass both semesters and complete the AP exam.

99999L Literacy Navigator (9th, 11th) **1 Semester, 1/2 Unit**
Prerequisites: None **Course: Regular**
Literacy Navigator is designed to help students who did not score proficient on the 8th grade benchmark exam in literacy. The course design reflects the most current theory and research in reading comprehension with lessons that are embedded in content. Emphasis is placed on having students say what the text means during reading exercises so that the teacher can monitor understanding. Literacy Navigator teaches comprehension simultaneously with content knowledge and addresses the concept of adaption, where a student related to something that is familiar. There is continued emphasis on discussion, use of graphic organizers, the application of knowledge and writing. Students will take this course in addition to the regular English. **Students will be assigned to this course at administrator's discretion using data from previous assessments.**

****000000 Read 180®**
Prerequisites: None **Course: Regular**
This course offers instruction and engagement in word recognition, vocabulary, fluency, and comprehension activities; students will be provided opportunities to read with competence, confidence, and understanding. Students will read independent and instructional level materials for varied purposes. Selections will include many genres such as plays and contemporary works. Students will respond to text both orally and in writing.

LANGUAGE ARTS

414000 Oral Communications (10th, 11th, 12th) **1 Semester, ½ Unit**
Prerequisites: Completion of 9th Grade English **Course: Regular**
This is a one-semester class required by the Arkansas Department of Education. It is designed to emphasize the value of verbal and nonverbal skills of communication. Students will have the opportunity to participate in a variety of speaking occasions including, but not restricted to speeches to convince, panel discussions, interviews, speeches to introduce, voice and diction

416000 Drama (10th, 11th, 12th) **1 Semester, ½ Unit**
Prerequisites: Completion of Oral Communications **Course: Regular**
Students will become more knowledgeable about plays from a literary point of view as well as from a performance standpoint. They will observe and analyze professional characterizations. Students will participate in improvisation, pantomime, oral interpretation, original script writing, directing, and acting. Participants will familiarize themselves with theatrical terminology. With an awareness of stage areas and body position, students will become more self-confident as they work in class. This class is strongly recommended for students who have successfully completed Oral Communications.

JOURNALISM

415000 Journalism (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
This course is designed for students who are interested in learning basic journalistic skills including news writing and web-based publications.

999141 Yearbook (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: By application only **Course: Regular**
This course is designed for student interested in writing and expressing themselves in the school's yearbook. Top positions on the staff are limited to those who have served on the staff during their sophomore and junior years. Only those students who have completed a staff application, skills packet, and have been selected by the adviser to serve on the staff should enroll in this course.

FOREIGN LANGUAGES

441000 French I (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
French I is a study of grammar and vocabulary with emphasis on speaking, reading, writing, and listening and on understanding the cultures of the French-speaking world.

441010 French II (11th, 12th) **1 Year, 1 Unit**
Prerequisites: French I **Course: Regular**
French II is a more in-depth study of French grammar and vocabulary and of the French culture with emphasis on conversation and reading.

440000 Spanish I (9th, 10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
Spanish I is a study of basic grammar and vocabulary with emphasis on conversation and reading in the Spanish language. Cultural aspects will also be included.

440020 Spanish II (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: Spanish I **Course: Regular**
Spanish II is a continuation of the study of grammar and vocabulary with emphasis on conversation and reading in the Spanish language. Cultural aspects will also be included.

540031 Spanish III (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: Completion of Spanish II **Course: Pre-AP**
Spanish III is an upper-level class for the advanced, college-bound student. Concentration will be on reading at an advanced level, advanced grammar, language structure and vocabulary, and development of advanced, open-ended oral and written skills. This class is intended to facilitate student transition from high school to college.

430000 Algebra 1 (9^{th}) **1 Year, 1 Unit**

Prerequisites: None **Course: Regular**

All students must take the Algebra I End of Course Exam by the end of the 9^{th} grade year. This two-semester course introduces the basic principles of algebra including problem solving, solving equations, finding the equations of lines, graphing linear equations, graphing inequalities, exploring families of functions, simplifying expressions using exponents, multiplying and factoring polynomials, probability and statistics, exploring data, and developing a variety of problem solving techniques. All students are required by state law to take the Algebra I EOC exam in May. Students must make a passing grade on the EOC exam to receive credit for Algebra I which is required for graduation.

432001

Algebra II Pre-AP (10^{th}, 11^{th}) **1 Year, 1 Unit**

Course:Advanced

Prerequisites: Sophomores who have completed Algebra I, and have the recommendation of their Algebra I teachers and the Math Department Chairperson, may double up and take both Pre- AP Geometry and Pre-AP Algebra II. This will enable these students to take either College Algebra or AP Calculus their senior year.

This is a two-semester course designed for students who took Algebra I or Pre-AP Algebra I in the eighth grade, and geometry or Pre-AP Geometry in the ninth grade. College-bound juniors are encouraged to take this course. This course is designed to prepare students for AP Calculus, College Algebra, and Trigonometry/Pre-Calculus. This is a fast-paced course. Students will study all the topics of the regular Algebra II course. In addition more emphasis will be placed on topics covered in AP Calculus and College Algebra. Students will conduct lab activities using the CBL and CBR. ACT topics will also be emphasized. This is the course designed for college-bound students. All students are required by state law to take the Algebra II EOC exam in May.

All Arkansas high school Students must be enrolled in Geometry by the 10^{th} grade and take the end of course exam by the end of their 10^{th} grade year. The course is designed to help students become logical, critical thinkers, with an emphasis on problem solving. Students will use algebraic skills to study geometric shapes. Topics will include volume, area, perimeter, trigonometric ratios, triangle similarity, tessellations, coordinate geometry, and polygons. All students enrolled in this course are required by state law to take the Geometry EOC exam in May. The Department of Education is presently working on consequences for students who fail this exam. At the present time, remediation is required before credit can be awarded for the course if a proficient or advanced score is not obtained. Arkadelphia High School will keep parents informed as to what further steps will be required.

431001 Geometry Pre-AP (9^{th}, 10^{th}) **1 Year, 1 Unit**

Prerequisites: Students must have both semesters of Algebra I. **Course: Advanced**

This course is a fast-paced geometry course designed for students who excel in mathematics. Students will study geometric shapes and their characteristics. The course will help students acquire the skills necessary for logical, critical thinking, inductive and deductive reasoning, and problem solving. Topics include volume, area, perimeter, trigonometric ratios, triangle similarity, tessellations, coordinate geometry, and polygons. A strong algebraic background is a necessary for success in this course. All students enrolled in this course are required by state law to take the Geometry EOC exam in April. The Department of Education is presently working on consequences for students who fail this exam. At the present time, remediation is required before credit can be awarded for the course if a proficient or advanced score is not obtained. Arkadelphia High School will keep parents informed as to what further steps will be required.

433001 Trigonometry/Pre-Calculus Pre-AP (11^{th}, 12^{th}) **1 Year, 1 Unit**

Prerequisites: Students must have passed both semesters of Algebra I, Algebra II, and Geometry.
Course: Advanced

This course is rigorous and fast paced for students who excel in mathematics. It is expected that students who enroll in this course have plans to take AP Calculus during their senior year or a first semester college calculus course. The first semester, Pre-Calculus focuses on the family of functions, transformations, extrema, domain and range, graphing techniques, probability and statistics, and limits. The second semester will focus on trigonometric functions, trigonometry, and applications of trigonometry. Topics include angles and trigonometric identities; graphs of trigonometric functions; proving trigonometric identities; solving conditional trigonometric equations; Law of sines and cosines; Area of triangles; vectors; complex numbers; polar coordinates; and parametric equations.

439070 Algebra III (11th, 12th) 1 Year, 1 Unit

Prerequisites: Algebra I, Algebra II, and Geometry with a "D" or better. Course: Regular

This course covers quadratics, conics, polynomials, functions, logarithms, clever factorizations and substitutions, systems of equations, sequences and series, symmetric sums, advanced factoring methods, classical inequalities, and functional equations. This class covers much of the curriculum of a standard algebra II class, and most of the non-trigonometric topics of a typical pre-calculus course. It also includes many challenging aspects of algebraic problem solving that are beyond that presented in a typical algebra II or pre-calculus course.

439100 Topics in Discrete Mathematics(11th,12th) 1 Year, 1 Unit

Prerequisites: Algebra II Course: Regular

This course will build upon concepts presented in Algebra II and Geometry to encourage higher order thinking with emphasis on applications. These students will represent, model, and analyze authentic mathematical situations.

Students are exposed to five broad conceptual themes:

1. Matrices: Use matrices to analyze data to solve real-world problems.
2. Optimization: Use matrices to analyze data to solve real-world problems.
3. Measurement: Apply various measurement techniques to solve real-world problems.
4. Exponential functions: Extend algebraic skills to solve real-world problems involving exponential/logarithmic functions.
5. Data analysis: Analyze data using various statistical tools.

539030 Statistics AP (12th) 1 Year, 1 Unit

Prerequisites: C or better in Algebra II Course: AP

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data.

Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

534040 Calculus AP (12th) 1 Year, 1 Unit

Prerequisites: C's or better in Algebra I, Pre-AP Algebra II, Pre-AP Geometry, Trigonometry/Pre-Calculus Course: AP

This is an extremely fast-paced course. It is designed to prepare students to take Calculus I at the college level. It is similar, but not equivalent to college calculus. The content consists of limits, continuity, derivatives, integrals, and applications of these topics. Tests will be given every other week. Pop quizzes will be given when appropriate. The AP test will be given once at the end of the year. Scores on this exam will determine whether 3 hours college credit will be received. This credit is determined solely by the college a student plans to attend. Attendance is EXTREMELY important; therefore, students who are absent a lot are discouraged from taking this course.

99999M **Math Navigator (9^{th})** **1 Year, Non-Credit Course**

Prerequisites: None. **Course: Regular**

Mathematics Navigator is designed to help students who did not score proficient on the 8^{th} grade benchmark exam in mathematics. It is an intervention program that provides additional time and focused instruction to students in order to deepen their conceptual understanding and strengthen their performance in specific math content areas. It consists of 20 -day modules that provide explicit instruction on key mathematics topics such as fractions, decimals, and algebraic expressions. Math Navigator is based on the best practices of top-performing countries and targets specific common misconceptions about the key mathematical concepts. Students are then better prepared to participate with confidence in their regular math classes. Students will take this course in addition to the regular mathematics course and will receive an elective credit upon successful completion of the class.

Students will be assigned to this course at administrator's discretion using data from previous assessments.

SCIENCE

423001 **Pre-AP Physical Science (9^{th})** **1 Year, 1 Unit**

Prerequisites: Algebra 1 (or currently enrolled) **Course: Advanced**

This two-semester course is designed as an introduction to Physics and Chemistry and to provide a strong background for upper level science courses. Physics is the study of matter and energy and how they interact. Chemistry is the study of the structure, composition and changes in matter on the atomic and molecular level. This course is designed to prepare students to take upper level courses in both physics and chemistry, including pre-AP chemistry, AP chemistry, and AP physics. At least 20% of class time is spent in laboratory situations.

420001 **Biology Pre-AP (9^{th}, 10^{th})** **1 Year, 1 Unit**

Prerequisites: None **Course: Advanced**

This year long course is a student-centered, hands-on, active learning course centered on the study of the basic biological concepts and principals of the study of life. It is an overview of organisms (plants and animals) from the macroscopic scale (whole organisms) down to the microscopic scale (what goes on inside their cells). The students will also develop an understanding and appreciation of the living world with a special emphasis on the 6-kingdom system. Lab is required one-third (1/3) of the time. These labs include the use of the microscope, various diagrams, pH testing, and the dissection of a worm and a pig. This course will have a challenging curriculum and is designed for motivated students who are preparing to take AP Biology. This course may be taken concurrently with Physical Science.

520030 **AP Biology (10^{th}, 11^{th}, or 12^{th})** **1 Year, 1 Unit**

Prerequisites: Biology & Chemistry (preferably pre-AP) **Course: Advanced**

This is a two-semester course. This course is the equivalent to a first year college Biology course. Students in this course must be highly motivated and strong independent learners. The general areas covered in this class are biochemistry, molecules and cells, heredity, and organisms and populations. Each student will also complete twelve college-board laboratories. Emphasis will be placed on understanding the themes and concepts of biology and to be able to support them with facts.

424030 **Anatomy and Physiology (11^{th}, 12^{th})** **1 Year, 1 Unit**

Prerequisites: Biology **Course: Regular**

This is a two-semester science course that presents a systemic approach to the study of the human body.

421001 **Chemistry Pre-AP (10th, 11th, or 12th)** **1 Year, 1 Unit**

Prerequisites: Pre-AP physical science, Algebra I & Algebra II. **Course: Advanced**

This is a two -semester course. This course is designed for students who are preparing to take AP Chemistry the following year. Students will spend 20% of this class in laboratory situations and will explore the concept of matter; phases of matter solutions; chemical reactions, solutions and their behavior; and descriptive chemistry. May be taken concurrently with Biology or pre-AP Biology.

521030 **AP Chemistry (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Chemistry, Algebra I & II, **Course: AP**

This is a two-semester course. This course is the equivalent of the general chemistry course taken during the first year of college. Students taking this course will be expected to attain an in depth understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the student's abilities to think clearly and to express their ideas orally and in writing, with clarity and logic. Emphasis will be placed on chemical calculations and the mathematical formulation of principles, and college level types labs.

422000 **Physics (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Algebra I & II **Course: Regular**

This is a two-semester course. This course deals with the laws of physics. The curriculum includes Newtonian mechanics, waves, light, optics, electricity, and magnetism. There is a required project each nine weeks.

522030 **AP Physics (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Algebra I, Geometry **Course: AP**

This two-semester course is the equivalent of the general physics course taken during the first year of college. Students will be expected to read, understand, and interpret physical information—verbal, mathematical, and graphical; describe and explain the sequence of steps in the analysis of a particular physical phenomenon or problem; use basic mathematical reasoning—arithmetic, algebraic, geometric, or trigonometric, where appropriate—in a physical situation or problem; perform experiments and interpret the results of observations, including making an assessment of experimental uncertainties. Major topics covered include Newtonian mechanics, fluid mechanics, thermal physics, electricity, magnetism, waves, optics, atomic physics, and nuclear physics.

424020 **Environmental Science (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Biology, Physical Science, Algebra 1 **Course: Regular**

Environmental Science is the study of living and non-living components of the environment. Students will explore the ecological effects each have on the other as well as the dynamics of the planet Earth. All students will be expected to complete two projects as well as labs and group work.

523030 **AP Environmental Science (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Biology, Physical Science, Algebra 1 **Course: AP**

The goal of AP Environmental Science is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man- made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/ or preventing them.

SOCIAL STUDIES

472000 **Civics (9th)** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

This one semester course is a study in citizenship and government relating to home, school, nation, and international relationships. Attention is given to current events, decision-making, and personal careers in the process of everyday living. Civics is required for graduation. This is a 9th grade course (graduating class of 2014 and beyond).

474300 **Economics (9th)** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

This one-semester course is required for all students graduating after 2013. It will teach the following Arkansas Education Strands: Economic Fundamentals, Microeconomics, Macroeconomics, and Personal Financial Management. This course will present information and materials focused on the four primary units of study through activities including critical thinking, writing, and group participation in creative productivity. Students will learn skills to prepare them for a global economy in a complicated, highly competitive world. Pre-AP Economics will be paired with Pre-AP Civics and Regular Economics will be paired with Regular Civics. This is a 9th grade course.

472100 **Civics (10th, 11th, 12th)** **1 Year, 1 Unit**

Prerequisites: None **Course: Regular**

This one year course is a study in citizenship and government relating to home, school, nation, and international relationships. Attention is given to current events, decision- making, and personal careers in the process of everyday living. Civics is required for graduation. This is a course for students who have not satisfied their civics credit and are graduating before 2014 (graduating class of 2014 and beyond).

471001 **World History Pre-AP (10th, 11th, 12th)** **1 Year, 1 Unit**

Prerequisites: None **Course: Advanced**

This full year course is designed for the advanced college-bound student. This advanced course will require accelerated study, rigorous reading and writing assignments, as well as exhibiting critical thinking skills. World History is required for graduation. This is a 10th grade course open to 11th-12th grade transfer students.

470000 **United States History (11th)** **1 Year, 1 Unit**

Prerequisites: None **Course: Regular**

This full year course is the second half of American History and begins with Reconstruction (1865) and ends in modern times. This course is a required for graduation.

570020 **AP United States History (11th, 12th)** **1 Year, 1 Unit**

Prerequisites: None **Course: AP**

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, their importance, and to weigh the evidence and interpretations presented in historical scholarship. The AP United State History course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

572010 **AP American Government and Politics (12th)** **1 Year, 1 Unit**

Prerequisites: None **Course: AP**

This full year course in undergraduate college level and is designed to give students critical perspective on politics and government. It involves both the studies of general concepts used to interpret politics and the analysis of specific case studies. It requires familiarity with various institutions, groups, beliefs, and ideas that make up American political reality. Students will have the opportunity to take the AP Exam at the end of the course in hopes of receiving college credit.

579170 **AP European History (12th)** **1 Year, 1 Unit**

Prerequisites: None **Course: AP**

This is a full year course in undergraduate college level with themes including intellectual and cultural, political and diplomatic, and social and economic history. It is a study of modern European history from 1450 to the present. Concepts, historical analysis and document-based studies are part of the course. All study reflects college programs in terms of subject matter and approach.

CAREER & TECHNICAL EDUCATION

Aviation
Business Education
Business Education Marketing Technology
Engineering and Technology
Family and Consumer Sciences
Government and Public Administration
Workforce Education
Healthcare Professional

Aviation

Aviation I: Fundamentals of Flight **1 year 1 unit**
Prerequisite: Algebra II **Course: Regular**
This is the first course in a series of three introducing students to the field of aviation, in particular, becoming a pilot. This course will introduce students to different professions a pilot could pursue. It will also introduce: aircraft structure, principles of flight, flight controls, basic aerodynamics, and various introductory flight maneuvers. A flight training device will be used to provide practical exposure to flight maneuvers. **It is recommended by the administration to also take Introduction to Engineering during the Freshman year.**

Aviation II: Airports, Airspace, and Weather **1 year 1 unit**
Prerequisite: Aviation I **Course Regular**
The second course in a series of three introducing students to aircraft systems, aeronautical charts, airport structure, the national airspace system, basic weather theory, and aviation weather services. Introductory flight maneuvers will be continued and a flight training device will be used to provide practical exposure to the flight maneuvers.

Aviation III: Pilot Operations **1 year, 1 unit**

Prerequisite: Aviation II **Course: Regular**

The third course in a series of three introducing students to Aircraft Performance, Flight Manuals and Regulations, Navigation, Aero medical Factors, and Aeronautical Decision Making. Introductory flight maneuvers will be continued and a flight training device will be used to provide practical exposure to the flight maneuvers.

BUSINESS EDUCATION

492490 Computer Applications I (9^{th} –12^{th}) 1 Semester, ½ Unit
Prerequisites: Keyboarding Course: Regular
Computer Applications I is a half-unit course designed to provide students with the fundamental computer skills necessary to do well in high school and in virtually all jobs today. In the area of word processing, students will learn the fundamental skills necessary to create and edit the most widely used documents and use the most commonly used features of a word processor, such as bullets, numbered lists, special characters, borders and shading, fonts, and paragraph and line searching. The fundamentals in use of scanners, graphics, and Word Art are applied to documents. Internet searching skills and citing Internet sources are stressed with these applied to a simple PowerPoint presentation. In the area of spreadsheets, students will be expected to create and edit simple spreadsheets using basic formulas and functions and create a simple graph or chart.

492500 Computer Applications II (9^{th}-12^{th}) 1 Semester, ½ Unit
Prerequisites: Computer Applications I Course: Regular
Computer Applications II is a half-unit course designed to provide students with the intermediate computer skills necessary to do well in high school and in virtually all jobs today. Students will learn techniques that will allow them to create fairly complex word processing and spreadsheet documents. They will continue their Internet research, applying it to spreadsheets, charts and graphs, and Web pages.

492100 Accounting I (10^{th}-12^{th}) 1 Year, 1 Unit
Prerequisites: Keyboarding Course: Regular
Accounting I is a two-semester course with emphasis on basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Entry-level skills in the accounting occupations can be attained.

492110 Accounting II (11^{th}, 12^{th}) 1 Year, 1 Unit
Prerequisites: Accounting I Course: Regular
Accounting II is a two-semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnerships as well as departmental, corporate, and cost accounting systems are components of the course. Emphasis is given to the computerized/automated functions in accounting.

492150 Digital Communications I:Digital Layout and Design (10^{th}, 11^{th}, 12^{th}) 1 Semester, ½ Unit
Prerequisites: Computer Applications I and II Course: Regular
A one-semester course that combines the versatility of the microcomputer with page design software enabling students to produce materials of near photo-typed quality.
The course includes page composition, layout, design, editing functions, and a variety of printing options.

492160 Digital Communications II: Digital Imaging (10^{th}, 11^{th}, 12^{th}) 1 Semester, ½ Unit
Prerequisites: Digital Communications I Course: Regular
A one-semester course designed to study the process of analyzing information and audience and choosing the appropriate visual signals to communicate the desired message effectively. Applied principles are used to analyze and organize information, set up a design structure, and produce special visual expressions.

Digital Communications III:

492360 **Digital Media (10th - 12th)** **1 Semester, ½ Unit**

Prerequisites: Digital Communications I and II **Course: Regular**

A one-semester course giving students advanced experience in using various tools to merge text, graphics, video, and sound into a variety of multimedia experiences. Applied principles are used to analyze and organize information, set up a design structure and produce special visual expressions. To complete the multimedia experience, students should register For Digital Communications III and IV.

Digital Communications IV: Digital Audio

492370 **and Media Productions(10th-12th)** **1 Semester, ½ Unit**

Prerequisites: Digital Communications I,II,II **Course: Regular**

A one-semester continuation of the previous three courses. I. Focuses on utilizing skills learned during the three previous courses in a "projects based" environment. Students will be responsible for producing various multimedia events utilizing digital video technology, digital audio, multimedia presentation software, scanners, digital cameras, etc.

492050 **Banking and Finance Principles (10th-12th)** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

Banking and Finance Principles is a one-semester course that assists the students in understanding the American banking system. Students study the Federal Reserve System, banking and the economy, functions of depository institutions, and daily transactions of depository institutions.

492040 **Banking and Finance Operations (10th -12th)** **1 Semester, ½ Unit**

Prerequisites: Banking and Finance Principles **Course: Regular**

Banking and Finance Operations is a one-semester course that assists the student in understanding the United States payment system and daily operations of depository institutions. Students study regulatory framework, the U.S. payment system, the check collection system, money creation, internal controls, financial statements, and risks.

492650 **Web Design I –Foundations (10th, 11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Instructor Approval **Course: Regular**

Web Design I – Foundations is the first level of Web Page Design, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic Web design and the dynamics of networking/interworking, Web hosting and Web design in e-commerce. The course content provides student the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found in the Web Page Design and construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster "Foundations" national certification examination.

492660 **Web Page Design II –Site Designer (10th, 11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Instructor Approval **Course: Regular**

Web Page Design II – Internet Business Foundations, Site Development Foundations, Networking Technology Foundations is the second level of Web Page Design Concentration, and it prepares students with work-related skills for advancement into postsecondary education or industry. Course content includes exposure to basic and advanced Web design, pixilated and vector-based Web graphics, Web animations, dynamics of Web hosting, and Web design in e-commerce. The course content provides students the opportunity to acquire fundamental skills in both theory and practical application of Web design and of leadership and interpersonal skill development. Laboratory facilities and experiences simulate those found the Web page design and Web page construction industry. Further, this course provides for and directly maps to the Certified Internet Webmaster "Site Designer" nation certification examination.

BUSINESS EDUCATION MARKETING TECHNOLOGY

492630 Introduction to Marketing (9th, 10th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Introduction to Marketing is a one-semester course designed to provide students with a basic Understanding of marketing and its role in society. Instruction will focus on how marketing impacts businesses, helps people, and benefits society. Students will examine career opportunities in marketing and explore the interpersonal and communication skills needed for success in marketing careers. The course will include the history and development of marketing in a global economy. Students enrolled in the class will have access to the student organization known as DECA, an association of marketing students.

492640 Sports and Entertainment Marketing (9th – 12th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Sports and Entertainment Marketing is a one-semester course designed to provide students with an understanding of marketing concepts, foundations, and functions as they relate to career opportunities in the growing area of sports and entertainment. Instruction will focus on public relations and publicity, event planning and marketing, sponsorship, venue design, concessions, risk management, product planning, licensing, ticket sales, and distribution.

492330 Marketing (11th, 12th) 1 Year, 1 Unit
Prerequisites: None Course: Regular
Marketing is a two-semester course designed to provide students with the fundamental concepts, principles, skills, and attitudes common to the field of marketing. Instruction will focus on market types, interpersonal skills, selling, promotion, buying, pricing, distribution, finance, marketing information management, product/service management, and careers. Although it is not mandatory, many students can benefit from the on-the-job training component (Marketing Work) of this course.

492341, 492342, 492343 Marketing Work Based Learning (11th, 12th) 1 Year, 1 Unit
Prerequisites: Approval of Marketing Teacher Course: Regular
This program of study deals with the practical education learning experience in the real world of work. This experience is created with the cooperative efforts of business, industry, and education.

492350 Marketing Management (11th, 12th) 1 Year, 1 Unit
Prerequisites: Marketing, Approval of Marketing Teacher Course: Regular
Marketing Management is a two-semester course designed to develop decision-making skills through the application of marketing and management principles. Competencies will be accomplished by utilizing various instructional methods, resources, and direct involvement with marketing businesses. The course will focus on organization, finance, risks, credit, technology, and social aspects. Although it is not mandatory, many students can benefit from the on-the-job training component (cooperative education) of this course.

493860 Internship (11th, 12th) 1 Year, 1 Unit
Prerequisites: Application Process(See Mrs.P); Enrollment in third career focus course
Course: Regular
The Internship program is a quality work program that assists students in their transition from school-to-career regardless of whether their career begins immediately upon high school graduation or requires them to complete post-secondary training. Students are able to remain in a career and technical class and continue learning and practicing work skills. Depending upon each student's progress toward graduation requirements, students may be release one, two, or three periods for on-the-job training, or earn credit for after-school work experiences. The Internship coordinator assists students in securing a job related to their career objective. The program recommends students work 10 hours per week.

493880 **Workplace Readiness (11th, 12th)** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

Workplace Readiness is an instruction-based, one-semester course designed to help students transition from school to work by teaching the employability skills needed to succeed in a high-performance work organization, as defined by the SCANS commission. Its focus is to teach students transferable skills necessary to succeed in the ever-changing workplace through teamwork, problem solving, communication, self-management, applied math, literacy, and career readiness. Students will enhance basic soft skills, workplace skills, interpersonal skills, communication skills, and leadership skills while becoming career-ready. WPR counts as one half unit of credit toward completer status in any of the career and technical programs of study. Students will receive a Career Readiness Certificate upon completion. **This course is a wildcard that will count as a required course for all career clusters.**

ENGINEERING & TECHNOLOGY

495480 Introduction to Engineering Design (9th 10th, 11th) 1 Year, 1 Unit
Prerequisites: Enrolled in or successfully completed Geometry. Course: Regular
This course teaches problem solving skills using a design development process for products. Three-dimensional models are created, analyzed and communicated using solid modeling software. Students enrolled in this course will have the opportunity to work with industry grade computers and 3-D modeling software. Class time will be 70% Lab and 30% Lecture/Activity. This course counts as a computer applications credit.

495490 Principles of Engineering (10th, 11th, 12th) 1 Year, 1 Unit
Prerequisites: Successful completion of Introduction to Engineering Design Course: Regular
This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

495460 Digital Electronics (10th, 11th, 12th) 1 Year, 1 Unit
Prerequisites: Enrolled in or successfully completed Algebra II Course: Regular
This course is one of the Project Lead the Way Pre Engineering courses at Arkadelphia High School. Students in this course study Analog and Digital Electronics. Electronics is the study of the uses of electricity in technology. About half of the course is lecture and covers electricity, Number systems, Logic, circuit design and construction, and microprocessors. The laboratory part of the course involves soldering, circuit troubleshooting, mobile robot design and programming, and an independent electronics project. (Not Available in 2011-12 but will be offered in 2012-2013)

495450 Computer Integrated Manufacturing (10th, 11th, 12th) 1 Year, 1 Unit
Prerequisites: Successful completion of Introduction to Engineering Design. Course: Regular
This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design, and Design and Drawing for Production. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

495470 Engineering Design and Development (11th, 12th) 1 Year, 1 Unit
Prerequisites: Successful completion of two or more Engineering courses.
This course is Project lead the Way Pre Engineering Course. Students in this course Learn the process of invention by developing an original product, producing a prototype and testing the prototype. Students make a webpage and a presentation explaining their product. (Available in 2011-2012)

****495150 Industrial Equipment Maintenance Technology (11th, 12th) 1Year, 1Unit**
Prerequisites: None Course: Regular
The Industrial Equipment Maintenance course is designed for high school students to provide the instructional background needed by students to prepare them for entry-level skills in technical careers in industry and business. The curriculum covers skill areas such as welding, industrial electronics, hydraulics, pneumatics, and wiring systems. Students will receive instruction in several technical areas in an effort to expose the students to a wide range of occupational skills. This type of educational background should prepare the student for a variety of career opportunities in industry. Students who enroll in this program should have a strong math background and be inclined toward mechanical skills.

FAMILY & CONSUMER SCIENCES

493240 Orientation to Teaching (10th, 11th, 12th) 1 Year, 1 Unit
Prerequisites: Instructor Approval, TBA Course: Regular
This course is designed to provide students with knowledge that will help prepare them as future teachers. Upon completion of this course, a student should have a better understanding of the roles of the teacher in the profession, understand developmental characteristics of learners, identify teaching strategies, be creative in lesson delivery, and understand historical and current education issues, policies and practices.

493080 Family and Consumer Sciences (9th,10th, 11th, 12th) 1 Year, 1 Unit
Prerequisites: None Course: Regular
Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Upon completion of this course, the student should have developed basic life skills that promote a positive influence on the quality of life. Students will complete a number of required projects and should expect to provide supplies for most projects – approximate cost $15.00-$25.00 for the year. **This is a yearlong course.**

493020 Child Development (9th, 10th, 11th, 12th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Child Development emphasizes the life cycle of the child from prenatal development to the school-age child. This class is taught in the Fall semester and should be paired with Parenting. This is a core requirement for the Child Care Guidance Program of Study and for the Education and Training Program of Study.

493210 Parenting (9th, 10th, 11th, 12th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Parenting emphasizes five units: The Parenting Decision, Child Growth and Development, Parenting Skills, Parenting Challenges, and Careers. The Baby-Think-It-Over project is used in this class. Students will be expected to furnish a package of four Size C batteries for the weekend project. This course is taught in the **spring semester** and should be paired with **Child Development. This course is a core requirement for the Child Care Guidance program of study and is an option for the completion of the Education and Training program of study.**

493030 Clothing Management (10th, 11th, 12th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Experiences in the Clothing management course are designed to assist students in developing skills necessary for management of individual and family wardrobes, for decision making as a clothing consumer, and for understanding the role of the clothing and textile industry in the economy. Students will complete a number of projects and will be expected to provide supplies for ALL projects – approximate cost $35.00-$50.00. This is a Spring Semester course paired with Housing and Interior Design in the Fall.

493140 Housing and Interior Design (10th, 11th, 12th) 1 Semester, ½ Unit
Prerequisites: None Course: Regular
Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the role of the housing industry in the economy. Upon completion of the course, a student should be prepared to make wise decisions in obtaining and maintaining personal and family shelter. Students will complete a number of projects and will be expected to provide supplies for ALL projects – approximate cost is $20.00-$25.00. This is a Fall Semester course paired with Clothing Management in the spring.

493110 **Food and Nutrition (10^{th},11^{th}, 12^{th})** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

Food and Nutrition emphasizes basic nutrition, food-related health problems, consumer awareness, meal management, and food preparation. This one semester class will be taught in the Fall and Spring semester. The student should select another semester class to pair with this and note on registration Fall or Spring by Food and Nutrition.

493200 **Nutrition and Wellness (9^{th}, 10^{th}, 11^{th}, 12^{th})** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

Nutrition and Wellness emphasizes the interaction of nutrition, foods, sports, and exercise for lifelong fitness and well being of individuals and families. The four units are Nutrition, Wellness and You, The Nutrition Health Connection, Nutrition: Take It Personally, and Your Active Lifestyle. This course is taught in the Fall semester and should be paired with Human Relations. This course counts as an option in the completion of the Child Care guidance program of study.

493150 **Human Relations (9^{th}, 10^{th}, 11^{th}, 12^{th})** **1 Semester, ½ Unit**

Prerequisites: None **Course: Regular**

Human Relations emphasizes the development of skills needed to build and maintain successful relationships in the home, community, and workplace. Upon completion the student should have a better understanding of self, know how to communicate effectively, and to establish and maintain effective relationships. This course is taught in the Spring semester and should be paired with Nutrition/Wellness. This course counts as an option in the completion of the Child Care Guidance Program of Study and in the Education and Training Program of Study.

493010 Child Care and Guidance Management Services (11^{th}, 12^{th}) **1 Year, 1 Unit**

Prerequisites: Family/Consumer Science Teacher approval, Child Development. Course: Regular

Child Care Guidance emphasizes the entry level skills for entrance in to the child care profession. Units include Management of a Child Care Program, Child Development, Guiding Children's Behavior, Health and Safety, and Caring for Children with Special Needs. The student will spend at least 40 hours of observation in a child-care facility during the last three nine weeks as a Pre-employment Laboratory. Students will be eligible to apply for state certification upon successful completion of the class. This is a year-long class and is necessary for the Care Program of Study. Students are required to obtain an Arkansas Health Card and a State Police Background Check, which will cost the student around $15.00 for both. There are some minimal costs for supplies during the observation experience.

GOVERNMENT & PUBLIC ADMINISTRATION

495790 Army JROTC I **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
(Note: Students must be willing to comply with haircut and grooming standards and be able to wear military clothing, equipment and footwear. Cadets will be required to participate in physical fitness activities. See instructor for details.)
This course introduces students to the U.S. Army Junior Reserve Officers' Training Corps (JROTC) Program, its mission, and the Leadership Education and Training (LET) curriculum for the first level of instruction. Completing the material in this course requires discipline and hard work, however the reward is well worth the effort. The course is devoted to your growth, both as a student and a person. The course teaches self-discipline, confidence, and pride in a job well done. Students will be issued a uniform to be worn once weekly or as designated. The course offers challenges and opportunities to encourage teamwork, strengthen self-esteem, improve physical fitness and athletic ability, and provide incentive to live drug-free. Cadets will learn the basics of drill and ceremony. This program WILL NOT recruit for the Armed Services, teach war fighting skills, or require a military service obligation.
Completion of the first semester of this course will count as a students Physical Education requirement. Completion of the second semester will count as a students Health requirement.

495800 Army JROTC II **1 Year, 1 Unit**
Prerequisites: Army JROTC I **Course: Regular**
(Note: Students must be willing to comply with haircut and grooming standards and be able to wear military clothing, equipment and footwear. Cadets will be required to participate in physical fitness activities. See instructor for details.)
This course teaches cadets the tenets of leadership, the value of citizenship and service to the community, personal responsibility, teamwork, and self-discipline. During this LET level, cadets are taught basic first aid procedures and continue to build their drill and ceremony skills. The course will enable the cadet to think logically and communicate effectively with others, both orally and in writing. Cadets will also develop mental management abilities, and begin development of a career portfolio. This program WILL NOT recruit for the Armed Services, teach war fighting skills, or require a military service obligation.

495810 Army JROTC III **1 Year, 1 Unit**
Prerequisites: Army JROTC I & Army JROTC II **Course: Regular**
(Note: Students must be willing to comply with haircut and grooming standards and be able to wear military clothing, equipment and footwear. Cadets will be required to participate in physical fitness activities. See instructor for details.)
This course continues teaching the importance of how the communication process, problem-solving/decision-making process, planning process, and techniques of supervision effect leadership decisions and situations. During this course many cadets are assigned a leadership position with the battalion. Instruction is practical, systematic and progressive. Cadets are provided training in teamwork, problem solving skills, planning and briefing techniques, staff procedures, and career and work opportunities. Course content includes blocks of instruction on financial planning and the development of service learning projects. This program WILL NOT recruit for the Armed Services, teach war fighting skills, or require a military service obligation.

495820 Army JROTC IV **1 Year, 1 Unit**
Prerequisites: Army JROTC I, Army JROTC II, & Army JROTC III **Course: Regular**
(Note: Students must be willing to comply with haircut and grooming standards and be able to wear military clothing, equipment and footwear. Cadets will be required to participate in physical fitness activities. See instructor for details.)
This course continues the refinement of the skills the student has mastered in the first three years of the Junior ROTC program. This capstone course is for selected fourth year students who have demonstrated the ability and potential to succeed in the key command and staff positions. Students will perform across the wide range of leadership responsibilities including teaching LET I, II, and III students. Additionally, cadets at this level assist in the planning of JCLC activities and conduct staff briefings. This program WILL NOT recruit for the Armed Services, teach war fighting skills, or require a military service obligation.

Workforce Education

460010 East Lab 1 (9th, 10th, 11th) **1 Year, 1 Unit**
Prerequisites: By application and interview only. **Course: Regular**
We believe our students will change the world. East is an educational initiative—we're trying to make learning better. Better for students, better for teachers, and better for society. Students in our programs perform service learning projects. They see needs in their communities, and they work to meet those needs. EAST students are unique, however, in that they apply the latest in technology to these problems. Giving students access to this technology has had an amazing effect. Students take it upon themselves to learn as much as they can because they care about the outcome. There is no lecture; there are no tests. The students are in control. And you know what? They begin to enjoy learning. The skills and experiences students gain while working in this environment are countless: teamwork, leadership, self-motivation, public speaking and more, not to mention what they learn while working with industry-standard software and hardware.

560020 East Lab II (10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: By Application and Facilitator Approval Only. East Lab I. **Course: Regular**
EAST works because it inspires student, educators and members of the local and business communities to expect more from education. Students are motivated by the challenge of taking control of their own learning to deliver tangible results using the latest technology. The problems they face aren't listed on the blackboard, and the answers aren't in the back of the book. EAST students tackle real problems facing their communities. The solutions don't come from memorized facts or lecture notes, but through creatively applying knowledge obtained from life and other classes, problem solving, teamwork, and diligence. Students who desire to continue in EAST II will emerge as leaders as they organize and initiate project-based community service projects.

560030 East Lab III (11th, 12th) **1 Year, 1 Unit**
Prerequisites: By Application and Facilitator Approval Only. East Lab II. **Course: Regular**
We believe students should, can and will take responsibility for their own learning when given the opportunity. Students should actively engage in solving problems in their own communities. Students should be given access to relevant and challenging resources and tools to use in solving these identified problems. Students should be allowed (indeed required) to collaborate with each other and with professional in their community as they grow and develop their capacity to be positive agents of change. Students who choose to continue in EAST III will exemplify these high standards and they provide leadership to other students in the lab.

560040 East Lab IV (12th) 1 Year, 1 Unit

Prerequisites: By Application and Facilitator Approval Only. East Lab III. Course: Regular

Students who continue in EAST IV have reached the pinnacle of success at the high school EAST level. These students will epitomize the key standards expressed in the EAST frameworks: (1) Take responsibility for self-directed learning (2) Ethically apply resources and problem-solving strategies to real-world problems (3) Collaborate as a productive team member (4) Research and evaluate resources to determine their validity and relevance (5) Communicate with a variety of audiences using multiple modes

(6) Develop solutions to community-based problems using emerging technology within the context of service learning projects (7) Demonstrate confidence in their own abilities to meet the challenges of the 21st Century.

HEALTHCARE PROFESSIONAL

495340 Introduction to Medical Professions (10th - 12th) 1 Semester, ½ Unit

Prerequisites: None Course: Regular

This course provides a general overview of the many health-related occupations and the special concerns of the health care worker.

495330 Medical Procedures (10th- 12th) 1 Semester, ½ Unit

Prerequisites: None Course: Regular

Medical Procedures is a one -unit course that helps students develop specific and general skills needed by the health care professional.

495360 Medical Terminology (10th - 12th) 1 Semester, ½ Unit

Prerequisites: None Course: Regular

Medical Terminology is a one-semester course that assists students in developing the language used for communication in the healthcare profession.

495290 Pathology (10th - 12th) 1 Semester, ½ Unit

Prerequisites: None Course: Regular

This course is devoted to the exploration of human pathology. Pathology is the branch of medical science that studies the causes, nature, and effects of diseases. This course of study begins with an introduction to pathology- related terms, predisposing factors of diseases, the relationship between diagnosis and prognosis, and disease treatments. Following the introduction, the course delves into a range of pathology -related topics and their relationships to specific systems of the human body. The topics include signs and symptoms of pathology, the effects of trauma, the effects of age, and characteristics of common diseases.

495300 Human Anatomy and Physiology (10th-12th) 1 year, 1 unit

Prerequisites: None Course: Regular

FINE ARTS

Band (I, II, III, IV) **1 Year, 1 Unit**
Grade Level: 9th-451000, 10th-451040, 11th-451050, 12th-451060 **Course: Regular**
Prerequisites: Enrollment in Band the previous year, director permission
This is a performing organization that competes in marching and concert, with emphasis also in solo-ensemble and all-region and all-state auditions. All styles and periods of music are covered. This band may participate in contests inside and outside of Arkansas both semesters.

Jazz Band (I, II, III, IV) **1 Year, 1 Unit**
Grade Level: 9th-551010, 10th-551020, 11th-551030, 12th-551040 **Course: Regular**
Prerequisites: Member of the high school band and by permission of the Band director.
This is a performing ensemble that emphasizes music theory course and provides for higher levels of creativity and learning skills. The curriculum includes many different jazz styles and integrates community and other required performances.

Arkadelphia Singers (I, II, III, IV) **1 Year, 1 Unit**
Course Codes: I-452000, II-452040, III-452050, IV-452060 **Course: Regular**
Prerequisites: Audition and recommendation by Choral Director
This class is designed for the most advanced music student in 9th-12th grades, and entrance is by audition only. A year of more of previous choral experience is preferred. Arkadelphia Singers will perform a variety of choral literature from various periods, as well as participating in a full-scale musical production, Christmas concert, Region auditions, Region contest, and other performing opportunities as available. There will be traveling opportunities and rehearsals outside of school hours.

Concert Choir (I, II, III, IV) **1 Year, 1 Unit**
Course Codes: I-452001, II-452041, III-452051, IV-452061 **Course: Regular**
Prerequisites: open enrollment
This choir is open to all 9th- 12th-grade students. Members of this performing ensemble are not required to have any previous choral experience. Concert Choir will perform a variety of choral literature from various periods, as well as participating in a full-scale musical production, Christmas concert, Region auditions, Region contest, and other performing opportunities as available.

450010 Advanced Art (9th, 10th, 11th, 12th) **1 Semester, ½ Unit**
Prerequisites: None **Course: Regular**
This is a basic course designed to introduce materials, skills, and the fundamentals of art. It is geared toward developing an appreciation of the visual arts with emphasis on the identification and incorporation of the elements/principles of design in a work of art. All projects will promote expressive and quality production, self disciplined work habits, and the building of a visual vocabulary. Studio experiences include working with pen and ink, still life drawing, design, and painting.

450000 Art I (9th, 10th, 11th, 12th) **1 Year, 1 Unit**
Prerequisites: None **Course: Regular**
Students will build on existing art skills in drawing, painting, sculpture, and printmaking. Students will produce works in a wide variety of media, such as pastels, watercolor paint, colored pencil, construction paper sculpture, mask building, pen and ink, and collage. Emphasis on two and three-dimensional design with art history included. This a two semester, one-year course.

450030 **Art II (10th, 11th, 12th)** **1 Year, 1 Unit**

Prerequisites: Art I **Course: Regular**

This is a two-semester (one year) course, which continues to emphasize design and composition by presenting students with more complex artistic problems. Students will work with oil and acrylic paint to produce paintings that demonstrate an understanding of color theory, produce pencil drawings that range in still life to figure study compositions, and become familiar with pottery to produce hand built and wheel thrown pieces. A brief selection of art history and aesthetics studies will be included to enhance each studio experience. Students will keep works in a portfolio that could be used toward an Advanced Placement class the following year.

559040 **AP Studio Art Drawing** **1 Year, 1 Unit**

Prerequisites: **Course: AP**

This is a college level class that is designed for students who are serious about art and have expressed a desire to further their knowledge and art experiences to the level of mastery and communication of visual ideas. In the Drawing portfolio, students will produce a minimum of 24 works that involve critical thinking skills in order to ideate the best solutions to visual problems introduced in class. Students will select the best process and approach to any given assignment. Processes include but are not limited to drawing, painting, printmaking, and mixed media on a variety of surfaces. Portfolios are submitted electronically at the end of the year, and students will receive college credit for a score of 3-5.

559050 **AP Studio 2-D Design** **1 Year, 1 Unit**

Prerequisites: **Course: AP**

This is a college level class that is designed for students who are serious about art and have expressed a desire to further their knowledge and art experiences to the level of mastery and communication of visual ideas. In the 2-D portfolio, students will produce a minimum 24 works that involve critical thinking skills in order to ideate the best solutions to visual problems introduced in class. Students will select the best process and approach to any given assignment. Processes include but are not limited to drawing, painting, printmaking, mixed media, collage, Photoshop, and limited photography on a variety of surfaces. Portfolios are submitted electronically at the end of the year, and students will receive college credit for a score of 3-5.

HEALTH EDUCATION

480000 Health Education (9tn, 10tn, 11tn, 12tn) **1 Semester, ½ Unit**
Prerequisites: None **Course: Regular**

Health education is required by the Arkansas State Department of Education. The course stresses physical, mental, and social wellness. The student will develop and awareness of the importance of regular aerobic exercise, proper nutrition, adequate rest, and recreation to overall wellness. Additional topics will include: stress, communicable and noncommunicable diseases, and other current health topics.

ATHLETICS

****999810, 999811, 999812, 999813** **Athletics (9th, 10th, 11th, 12th)**
Prerequisites: None **Course: Regular**

A variety of sports is being offered at A.H.S. for males and females. Registration forms must be signed by the Athletic Director before a student can be assigned to an athletic period. Students may participate in a sport without being assigned to an athletic period. (Students must meet with the Athletic Director if this applies).

Physical Education (9tn-12tn)
485000 (1 Year, 1 Unit), 485001 (1 Semester, ½ Unit)
Prerequisites: None **Course: Regular**

A variety of individual and team activities are taught. Lifetime involvement is encouraged and class participation strictly enforced. May include semester units in weight training and conditioning, life sports, aerobic conditioning and Taebo, and sports training. Sports training are designed for individuals interested in athletic related majors, physical therapy, or medical fields.

COMMUNITY SERVICE

999120 **Community Service**
Prerequisites: None **Course: Regular**

Act 648 of 1993 allows students to earn one full unit of academic credit through community service. A student must complete a minimum of seventy-five (75) clock hours of documented service at an approved site. Juniors and seniors are eligible for this course. The objective of Arkadelphia High School in regards to community service placement is to create a partnership between school and community. Parents and students must sign an agreement committing to the fulfillment of 75 hours of service within the school year. Volunteer hours must take place outside of school time.

Smart Core Course Code List
(Graduating Class of 2014 and After)

English—Four (4) Units

9th Grade English—1 unit
One unit from 410000, 510010, 510020
10th Grade English—1 unit
One unit from 411000, 510030, 511010, 511020
11th Grade English—1 unit
One unit from 412000, 512010, 512020, 517030, 517200
12th Grade English—1 unit
One unit from 413000, 513010, 513020, 517040, 517200, 519900

Oral Communications—½ Unit
½ unit from 414000, 414010, 514010

Natural Science—Three (3)

Units Biology—1 unit
One unit from 420000, 420020, 520010, 520030, 529030
Two (2) units from the following three (3) options:
Physical Science (choose one from 423000, 523000)
Chemistry (choose one from 421000, 421020, 521010, 521030, 521040) **Physics** (choose one from 422000, 422020, 522000, 522010, 522030, 522060, 522070)

Mathematics—Four (4) Units

One unit must be taken at 11th or 12th grade Algebra I—1 unit
One unit from 430000, 530010, 530020, 530030, 530090, 530110, 530120, OR (BOTH 530100 and 530200)
Geometry—1 unit
One unit from 431000, 531010, 531020, 531030, 531040, 531070, 531080, 531090, OR (BOTH 531100 and 531200)
Algebra II—1 unit
One unit from 432000, 532010, 532020, 532030, 532040, 532050, 532060
Beyond Algebra II—1 unit
One unit from 433000, 434030, 439010, 439020, 439040, 439050, 439060, 439070, 439080, 439090, 439100, 439110, 533010, 533020, 533070, 533130, 533140, 533150, 533160, 534020, 534040, 534050, 534060, 539030, 539040, 539050, 539060, 539070, 539900

Social Studies—Three (3) Units

Civics—½ unit
½ unit from 472000, 472100, 472200, 572020
World History—1 unit
One unit from 471000, 471030, 571010, 571020
American History—1 unit
One unit from 470000, 470030, 570010, 570020

Smart Core Course Code List
(Graduating Class of 2014 and After)
Arkansas Department of Education—February 2010

Economics—½ Unit

Economics may be counted as a ½ unit social studies course if taught by a highly qualified social studies teacher OR as a ½ unit career focus elective course if taught by a highly qualified business education teacher.

½ unit from 474300 (Social Studies) or 492280 (Career Focus)

Fine Arts—½ Unit

½ unit from (450000 through 450090) or from (550010 through 559810)

Health and Safety—½ Unit

½ unit from 480000

Physical education—½ Unit

½ unit from 485000, 585020

Career Focus—Six (6) Units

Six units from course codes starting with a 4 or 5 except 596100 and 596200

Arkadelphia High School ~ Student Information Sheet

SS#: _____ - _____ - _____ Grade:_____ Sex: M / F Locker:_____ Bus #:_____

Full Name:_____ Date of Birth:_____

Street Address:_____

City ST ZIP

Parent/Guardian Name:_____

Email Address(es):_____

Parent/Guardian Occupation: F:_____ M:_____

Parent/Guardian Place of Work: F:_____ M:_____

Home Phone:_____ Student Cell Phone:_____

Parent/Guardian Cell: F:_____ M:_____

Emergency Contact Person:_____ Phone:_____

Name(s) of Siblings:_____

To satisfy federal regulations included in the Stewart McKinley Homeless Act, please indicate in which type of structure you reside:
(Circle One): House Condo Apartment Trailer Other _____

Is there a language other than English spoken in your home? Yes / No If yes, which language:_____

Do you have a disability, chronic illness, allergies and/or use prescription medication? Yes / No (Circle One)
If yes, parents are asked to notify the school to schedule a meeting to address these needs.

If yes, list below the illness, disability, allergy and/or prescription medication:

_____

Doctor's Name:_____ Phone No.:_____

For New Students Only

Have you ever been enrolled in any Arkadelphia Public School? Yes / No Year(s):_____

Name of last school attended:_____ Date(s):_____

Address:_____

City ST ZIP

Last date you attended:_____ Date enrolled at Arkadelphia:_____

For Office Use Only:

Date sent for records:_____ Date received:_____

2013-2014 REGISTRATION WORKS
ELEVENTH GRADE

Name:_____ID#_____

Appendix B

Signature:_____Parent Signature:_

Courses marked with ** are one semester ½ credit courses.

Course #	Course Title	Course #	Course Title		
English		**Health/Physical Educatio**			
412100	English 11	480000	Health**		
517030	AP Language/Comp	999810	Boy's Athletics		
		999811	Girl's Athletics		
		485000	Physical Educatio.		
Foreign Language		485001	Physical Education**		
441000	French I			495470	Engineer... Design/Development
441010	French II			495450	Comp Int Manufact
440000	Spanish I	**Electives**			Aviation I
440020	Spanish II	414000	Oral Communication**		Aviation II
Social Studies		416000	Drama**	495340	Intro Medical Prof**
470000	American History	415000	Journalism	495330	Med Procedures**
471001	World History	999141	Yearbook	495360	Med Terminology**
570020	AP U.S. History	492490	Computer App I**	495290	Pathology**
572010	AP Government/Politics	492500	Computer App II**	495320	Human Behaviors and Disorders**
Math		492100	Accounting I	495370	Abnormal Psychology**
432000	Algebra II	492110	Accounting II	540031	Spanish III
432001	Pre-AP Algebra II	492050	Banking/Finance PR**		
433001	Pre-AP Trig/Pre-Cal	492040	Banking/Finance OP**	495790	Army JROTC I
439070	Algebra III			495800	Army JROTC II
439100	Discrete Mathematics	492650	Web Design I	495810	Army JROTC III
		492660	Web Design II		
Science		492150	Digital Comm. I**	451000	Band I
421000	Chemistry	492160	Digital Comm. II**	451040	Band II
421001	Pre-AP Chemistry	492360	Digital Comm. III**	551010	Jazz Band I
422000	Physics	492370	Digital Comm. IV**	551020	Jazz Band II
424020	Environmental Science	492330	Marketing	452000	Arkadelphia Singers I
424030	Anatomy & Physiology	492331	Marketing Work 1 PD	452040	Arkadelphia Singers II
520030	AP Biology	492350	Marketing Mgt.	452001	Concert Choir I
521030	AP Chemistry	492640	Sports & Ent. Mkt.**	452041	Concert Choir II
522030	AP Physics	493080	Fam/Consumer Sci		
523030	AP Environmental	493140	Housing/Int Design**	495150	Industrial Equipment Maintenance Tech.
424030	Anatomy & Physiology	493030	Clothing Mgt.**	495170	IEMT Laboratory
	Fine Arts	493110	Food & Nutrition**		
451050	Band III	493130	Food Science**	559050	AP Art 2-D
551030	Jazz Band III	493200	Nutrition & Wellness**		
452050	Arkadelphia Singers III	493010	Child Care Mgt	493240	Orientation to Teaching
452051	Concert Choir III	493020	Child Development**		
450000	Art I	493150	Human Relations**	539900	CC College Algebra**
450030	Art II	493210	Parenting**	539906	CC College Trig. **
450010	Advanced Art**	493100	Family Dynamics**		

2013-2014 REGISTRATION WORKSHEET
ELEVENTH GRADE

A. ADVANCED DIPLOMA-26 credits as follows:		B. REGULAR DIPLOMA- 25 credits as follows:	
4	Pre-AP English 9 & 10, AP Language, AP Literature	4	English*
4	Math- Algebra I*, Geometry*, Pre-AP Algebra II*, Trigonometry/Pre-Calculus, AP Calculus, College Algebra/Trig, AP Statistics, Discrete Mathmatics. At least one of the courses beyond Algebra II must be taken during the senior year.	4	Math- Algebra I*, Geometry*, Algebra II*, and a math course senior year.
4	Science- Physical Science, Biology*, any Chemistry, and one of the following courses: Anatomy & Physiology, AP Chemistry, AP Environmental, AP Physics.	3	Science- Physical Science, Biology*, any Chemistry, Anatomy & Physiology, Physics or, Earth Science. Students who are planning to enter college or apply for the Challenge Scholarship are strongly advised to take Chemistry due to the entrance requirements set by the colleges and universities.
4	Social Studies- Civics or Pre-AP Civics*, Pre-AP World History*, AP U.S. History*, and one of the following courses: AP Government, AP European History. At least one course in Social Studies must be AP.	3	Social Studies- Civics*, World History*, American History*
2	Foreign Language (two years of the same language)	1	Foreign Language
½	Health*	½	Health*
½	Physical Education*	½	Physical Education*
½	Fine Arts**	½	Fine Arts**
½	Oral Communications*	½	Oral Communications*
1	Computer Applications	1	Computer Applications Course
5	Career Focus	7	Career Focus
26		25	
	The eight (8) semesters GPA must be 3.100 or greater.		The eight (8) semesters GPA must be 2.000 or greater.

*These courses are required by the Arkansas Department of Education.

**Band or Choir may be substituted for the Fine Arts requirement.

For both REGULAR and ADVANCED DIPLOMAS:

-- All courses (including traditional activity course yield 1/2 credit per semester).
-- No credit will be given for teacher aide, counselor aide, work permit, or office aide.
-- A maximum of 1 credit may be from Athletics.
-- Students enrolled in Advanced Placement courses will be awarded and additional quality point for each AP course passed and AP test taken. College courses are not eligible to receive the extra quality point.
-- All seniors must be enrolled in five credit courses each semester.

ARKADELPHIA HIGH SCHOOL
2013-2014
11th Grade Pre-Registration Form

ID No. _____ Student Name _____ Phone Number _____

Career Goal _____

Course Number Course Name (Circle one)

(412100) English 11 - Regular, (517030) English Language & Comp. AP

(432001) Algebra II Pre-AP (439070) Algebra III (439090) Linear Systems (433000) Trig./Pre-Cal. PreAP

(520030) AP Biology , (424030) Anatomy & Physiology, (421001) Chemistry Pre AP, (422000) Physics, (523030) AP Environmental (521030) AP Chemistry (522030) AP Physics

(470000) American History, (570020) AP United States History,

(Elective)

(Elective)

(Elective, or Activity)

(Elective) Alternate Course:

Remember: Courses with fewer than 15 student requests may not be offered!

NOTES: Juniors must take a minimum of seven academic classes in our eight period schedule.
If you choose a one-semester elective, be sure to check the semester it is offered and choose another one for the other semester.
Choose at least two Alternate Courses in order of preference in the event of schedule conflicts.

I HAVE REVIEWED THE COURSE SELECTION BOOKLET AND AGREE WITH THE COURSE SELECTIONS INDICATED ABOVE.

_____ Parent Signature

_____ Student Signature

2013-2014 REGISTRATION WORKSHEET
TWELFTH GRADE

Name:_____ ID#_____ Date:_____

Signature:_____ Parent Signature:_____

Courses marked with ** are one semester ½ credit courses.

Course #	Course Title	Course #	Course Title	Course #	Course Title
English		**Health/Physical Education**		**Electives**	
412100	English 11	480000	Health**	495480	Intro Engine Design
517030	AP Language/Comp	999810	Boy's Athletics	495490	Prin of Engine
		999811	Girl's Athletics	495470	Engineering Design/Development
		485000	Physical Education	495450	Comp Int Manufact
Foreign Language		485001	Physical Education**	495150	CC Industrial Equipment Maintenance Technology
441000	French I			495160	IEMT Lab
441010	French II			495170	CC Industrial Equipment Maintenance Technology II
440000	Spanish I	**Electives**		590090	Aviation I
440020	Spanish II	414000	Oral Communication**	5900901	Aviation II
Social Studies		416000	Drama**	495340	Intro Medical Prof**
470000	American History	415000	Journalism	495330	Med Procedures**
471001	World History	999141	Yearbook	495360	Med Terminology**
570020	AP U.S. History	492490	Computer App I**	495290	Pathology**
		492500	Computer App II**	495320	Human Behaviors and Disorders**
Math		492100	Accounting I	495370	Abnormal Psychology**
432000	Algebra II	492110	Accounting II	493880	Workplace Readiness**
432001	Pre-AP Algebra II	492150	Digital Comm. I**	495790	Army JROTC I
433001	Pre-AP Trig/Pre-Cal	492160	Digital Comm. II**	495800	Army JROT C II
439070	Algebra III	492360	Digital Comm. III**	495810	Army JROTC III
439100	Discrete Mathematics	462370	Digital Comm. III**	495890	Army JROTC IV
		492650	Web Design I	460010	East Lab I
Science		492660	Web Design II	460020	East Lab II
421000	Chemistry	492330	Marketing	460030	East Lab III
421001	Pre-AP Chemistry	492331	Marketing Work 1 PD	560040	East Lab IV
422000	Physics	492342	Marketing Work 2 PD	579170	AP European History
424020	Environmental Science	492350	Marketing Mgt.	572010	AP Government/Politics
424030	Anatomy & Physiology	492640	Sports & Ent. Mkt.**		
520030	AP Biology	493100	Family Dynamics**		
521030	AP Chemistry	493080	Fam/Consumer Sci		
522030	AP Physics	493140	Housing/Int Design**		
523030	AP Environmental	493030	Clothing Mgt.**		
Fine Arts		493110	Food & Nutrition**	534040	AP Calculus
	Band I, II, III, IV	493130	Food Science**	539030	AP Statistics
	Jazz Band I,II,III,IV	493200	Nutrition & Wellness**	539900	CC College Algebra**
	Arkadelphia Singers I,II,III,IV	493010	Child Care Mgt.	539906	CC College Trig. **
	Concert Choir I,II,III, IV	493020	Child Development**	559050	AP Art 2-D
450000	Art I	493150	Human Relations**	540031	Spanish III
450030	Art II	493210	Parenting**	492050	Banking/Finance PR**
450010	Advanced Art**	493240	Orientation to Teaching	492040	Banking/Finance OP**

2013-2014 REGISTRATION WORKSHEET
TWELFTH GRADE

A. ADVANCED DIPLOMA-26 credits as follows:		B. REGULAR DIPLOMA- 25 credits as follows:	
4	Pre-AP English 9 & 10, AP Language, AP Literature	4	English*
4	Math- Algebra I*, Geometry*, Pre-AP Algebra II*, Trigonometry/Pre-Calculus, AP Calculus, College Algebra/Trig, AP Statistics, Discrete Mathmatics. At least one of the courses beyond Algebra II must be taken during the senior year.	4	Math- Algebra I*, Geometry*, Algebra II*, and a math course senior year.
4	Science- Physical Science, Biology*, any Chemistry, and one of the following courses: Anatomy & Physiology, AP Chemistry, AP Environmental, AP Physics.	3	Science- Physical Science, Biology*, any Chemistry, Anatomy & Physiology, Physics or, Earth Science. Students who are planning to enter college or apply for the Challenge Scholarship are strongly advised to take Chemistry due to the entrance requirements set by the colleges and universities.
4	Social Studies- Civics or Pre-AP Civics*, Pre-AP World History*, AP U.S. History*, and one of the following courses: AP Government, AP European History. At least one course in Social Studies must be AP.	3	Social Studies- Civics*, World History*, American History*
2	Foreign Language (two years of the same language)	1	Foreign Language
½	Health*	½	Health*
½	Physical Education*	½	Physical Education*
½	Fine Arts**	½	Fine Arts**
½	Oral Communications*	½	Oral Communications*
1	Computer Applications	1	Computer Applications Course
5	Career Focus	7	Career Focus
26		25	
	The eight (8) semesters GPA must be 3.100 or greater.		The eight (8) semesters GPA must be 2.000 or greater.

*These courses are required by the Arkansas Department of Education.

**Band or Choir may be substituted for the Fine Arts requirement.

For both REGULAR and ADVANCED DIPLOMAS:

-- All courses (including traditional activity course yield 1/2 credit per semester).
-- No credit will be given for teacher aide, counselor aide, work permit, or office aide.
-- A maximum of 1 credit may be from Athletics.
-- Students enrolled in Advanced Placement courses will be awarded and additional quality point for each AP course passed and AP test taken. College courses are not eligible to receive the extra quality point.
-- All seniors must be enrolled in five credit courses each semester.

ARKADELPHIA HIGH SCHOOL

2013-2014

12th Grade Pre-Registration Form

ID No. _____ Student Name _____ Phone Number _____

Career Goal _____

Course Number Course Name (Circle one)

(413000) English 12 - Regular, (517040) AP Literature & Comp.

_____ (Math) _____

_____ (Elective) _____

_____ (Elective) _____

_____ (Elective) _____

_____ (Elective) _____

_____ (Elective or Activity) _____

_____ (Elective) Alternate Course: _____

Remember: Courses with fewer than 15 student requests may not be offered!

NOTES: Seniors must choose a minimum of seven academic classes in our eight period block schedule.
If you choose a one-semester elective, be sure to check the semester it is offered and choose another one for the other semester.
Choose at least two Alternate Courses in order of preference in the event of schedule conflicts.

I HAVE REVIEWED THE COURSE SELECTION BOOKLET AND AGREE WITH THE COURSE SELECTIONS INDICATED ABOVE.

_____ Parent Signature

_____ Student Signature

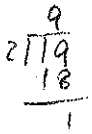
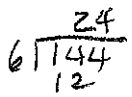
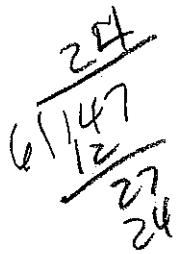
SIMPLE TALLY
10 ARKADELPHIA HIGH SCHOOL

Course	Description	Total	09M	09F	10M	10F	11M	11F	12M	12F		
41100N	ENG 10 PRE-AP	143	0	0	72	71	0	0	0	0		
42300S	PRE-AP PHY SCI	0	0	0	0	0	0	0	0	0		
492010	ADVERTISING	15	0	0	3	1	1	2	5	3		
492060	BUSINESS COMM+	0	0	0	0	0	0	0	0	0		
492070	BUSINESS LAW I+	0	0	0	0	0	0	0	0	0		
492170	ENTREPRENEURSHI	11	0	0	1	0	0	2	5	3		
493160	LEADERSHIP/SERV	0	0	0	0	0	0	0	0	0		
493190	PER/FAM FINANCE	16	0	0	2	3	2	0	1	8		
493310	CONSUMER SERVIC	14	0	0	0	2	1	3	2	6		
493320	CUSTOMER RELATI	50	0	0	2	2	3	10	11	22		
495	BLK IND. EQ.	0	0	0	0	0	0	0	0	0		
495150	IEQ MAINT I 2P	23	0	0	0	0	8	2	13	0		
495160	IND. EQPT LAB	11	0	0	0	0	4	0	7	0		
495170	IEQ MAINT II 2P	27	0	0	0	0	11	2	14	0		
495340	INTRO MED PROF	54	0	0	2	10	5	21	1	15		
4BL	BLK-GEO DESIGN	59	27	31	0	1	0	0	0	0		
529902	INTR PHYSICS CC	0	0	0	0	0	0	0	0	0		
539901	CALCULUS I CC	0	0	0	0	0	0	0	0	0		
900	BLK CIVICS/ECO	0	0	0	0	0	0	0	0	0		
901	BLK PE/HEALTH 9	0	0	0	0	0	0	0	0	0		
909	BLK COMP APP	0	0	0	0	0	0	0	0	0		50
90R	CIVIC/ECO REG	0	0	0	0	0	0	0	0	0		30
970503	SP ED STUDY LAB	0	0	0	0	0	0	0	0	0		30
970530	SP ED STUDY LAB	0	0	0	0	0	0	0	0	0		30
970800	GIFTED & TALENT	0	0	0	0	0	0	0	0	0		50
972102	LANG. ARTS PORT	0	0	0	0	0	0	0	0	0		50
999	BLK RES RED/LAN	0	0	0	0	0	0	0	0	0		10
999000	STUDY HALL	0	0	0	0	0	0	0	0	0		50
999133	YEARBOOK IV	0	0	0	0	0	0	0	0	0		50
999801	SUPERVISION	0	0	0	0	0	0	0	0	0		50
PHYLGE	PHYLGEBRA	0	0	0	0	0	0	0	0	0		30
460010	EAST LAB I	78	14	8	12	6	12	11	6	9	CT	40
492040	BANK/FIN. OP +	12	0	0	0	2	1	3	2	4	CT	50
492050	BANK/FIN. PR +	13	0	0	0	3	1	3	3	3	CT	50
492100	COMP ACCT I	21	0	0	3	1	7	4	2	4	CT	35
492110	COMP ACCT II	5	0	0	0	0	0	1	2	2	CT	35
492150	DCI D LAY/DES+	31	0	0	3	8	2	7	4	7	CT	50
492160	DCII D IMAGING+	25	0	0	3	7	0	6	4	5	CT	50
492330	MARKETING	28	0	0	0	0	6	5	10	7	CT	40
492340	MRK WORK 1PD	13	0	0	0	0	1	1	5	6	CT	40
492341	MRK WORK 2PD	2	0	0	0	0	0	0	1	1	CT	40
492342	MAR MGT WORK 1P	4	0	0	0	0	0	0	3	1	CT	40
492350	MARKET MGT/MARK	9	0	0	0	0	0	0	4	5	CT	40
492360	DCIII DI MEDIA+	10	0	0	0	0	0	4	2	4	CT	50
492370	DCIV D AUD/VID+	10	0	0	0	0	0	4	2	4	CT	50
492490	COMP APPL I +	0	0	0	0	0	0	0	0	0	CT	50
49249N	COMP APPL I +	101	33	37	11	14	1	3	2	0	CT	50
492500	COMP APPL II +	0	0	0	0	0	0	0	0	0	CT	50
49250N	COMP APPL II +	98	32	36	11	11	1	3	2	2	CT	50
492630	INTRO TO MKT+	32	6	5	14	4	0	2	1	0	CT	50
492640	SPORTS/ENT MK+	37	6	4	16	3	0	4	3	1	CT	50
492650	WEB DESIGN I	21	0	0	4	3	4	7	1	2	CT	50
492660	WEB DEISGN II	20	0	0	0	0	0	0	12	8	CT	50
493010	CHILD CARE MGT	21	0	0	0	0	0	9	0	12	CT	40
493020	CHILD DEV +	68	0	0	0	32	0	20	3	13	CT	50
493030	CLOTHING MGT +	0	0	0	0	0	0	0	0	0	CT	50
493080	FAM/CONSUME SCI	25	0	0	0	0	2	10	6	7	CT	50
49308N	FAM/CONSUME SCI	41	4	25	2	10	0	0	0	0	CT	40
493110	FOOD & NUTRI +	51	0	0	3	2	4	9	11	22	CT	50
493130	FOOD SCIENCE +	0	0	0	0	0	0	0	0	0	CT	50
493140	HOUS/HOME FURN+	0	0	0	0	0	0	0	0	0	CT	50
			268									

10 ARKADELPHIA HIGH SCHOOL

Course Description	Total	09M	09F	10M	10F	11M	11F	12M	12F	Dept	Prio
42100N PRE AP CHEMISTR	20	0	0	10	10	0	0	0	0	S	50
420000 BIOLOGY	0	0	0	0	0	0	0	0	0	SC	30
420001 BIOLOGY PRE-AP	0	0	0	0	0	0	0	0	0	SC	30
42000N BIOLOGY PRE-AP	173	9	16	75	69	0	3	0	1	SC	30
421000 CHEMISTRY	0	0	0	0	0	0	0	0	0	SC	30
421001 CHEM. PRE-AP	88	0	0	2	0	37	47	2	0	SC	30
422000 PHYSICS	0	0	0	0	0	0	0	0	0	SC	30
422100 GEN. PSYCHOL CC	0	0	0	0	0	0	0	0	0	SC	50
423000 PHYSICAL SCI 9	0	0	0	0	0	0	0	0	0	SC	30
423001 PHY.SCI.PRE-AP9	1	0	0	0	1	0	0	0	0	SC	30
42300A PHYSICAL SCI 9	0	0	0	0	0	0	0	0	0	SC	50
42300N PHY.SCI.PRE-AP9	144	63	81	0	0	0	0	0	0	SC	30
424020 ENVIRONM. SCI.	18	0	0	1	0	4	2	5	6	SC	30
424030 ANATOMY/PHYSIOL	29	0	0	0	0	3	5	3	18	SC	30
520030 AP BIOLOGY	28	0	0	0	0	9	4	6	9	SC	15
521030 AP CHEMISTRY	38	0	0	0	0	8	11	7	12	SC	15
522030 AP PHYSICS	23	0	0	0	0	4	1	12	6	SC	15
524030 AP ENVIRON SCI	32	0	0	0	0	1	3	9	19	SC	15
529901 INT TO BIO CC +	0	0	0	0	0	0	0	0	0	SC	50
971008 PHY. SCI/PLATO	0	0	0	0	0	0	0	0	0	SC	50
971530 RES TRANSITION	0	0	0	0	0	0	0	0	0	SP	15
971531 INDIV SKILL VOC	0	0	0	0	0	0	0	0	0	SP	15
971532 FUNC. SKILL/VOC	2	0	1	0	0	0	1	0	0	SP	15
971540 FUNCTIONAL MATH	3	0	2	0	0	0	1	0	0	SP	15
971541 FUNCTIONAL READ	0	0	0	0	0	0	0	0	0	SP	15
971542 FUNCTIONAL ENG	3	0	2	0	0	0	1	0	0	SP	15
971543 FUNC. SOC ST	2	0	2	0	0	0	0	0	0	SP	15
971544 FUNC. SCIENCE	3	0	2	0	0	0	1	0	0	SP	15
972100 RES LANG ARTS	5	1	1	0	0	1	1	1	0	SP	15
972101 RES LANG ARTS	0	0	0	0	0	0	0	0	0	SP	10
972110 RES READING	6	2	3	0	1	0	0	0	0	SP	10
97211F FUNCTIONAL READ	0	0	0	0	0	0	0	0	0	SP	15
972200 RES SCIENCE	3	0	1	0	0	1	0	1	0	SP	15
972300 RES MATH	6	1	1	0	0	2	1	1	0	SP	15
97230F FUNCTIONAL MATH	0	0	0	0	0	0	0	0	0	SP	15
972700 RES SOC STU	2	0	1	0	0	0	0	1	0	SP	15
97270F FUNC SOC STUD	1	0	0	0	0	0	1	0	0	SP	15
973900 9TH MATH PORT	0	0	0	0	0	0	0	0	0	SP	10
973910 10TH BIOL PORT	0	0	0	0	0	0	0	0	0	SP	10
47100N W HIST PRE-AP	156	0	0	75	72	3	4	1	1	SS	50
492335 LIFE/JOB SK PL	0	0	0	0	0	0	0	0	0	VE	50
49233A LIFE/JOB SK PL	0	0	0	0	0	0	0	0	0	VE	50
492343 MK MGT WORK 2PD	0	0	0	0	0	0	0	0	0	VE	40
493770 JAG	0	0	0	0	0	0	0	0	0	VE	50
49377A JAG	0	0	0	0	0	0	0	0	0	VE	50
		189									

29.

Arkadelphia High School
Master Schedule 2013-2014

Appendix D

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Cranor	115	Plan	Eng 9 NT	Eng 9 NT	Eng 9 NT	Plan	Interv.	Ath	Ath
Patterson	111	Plan	AP Lang	Interv	Eng 9 NT	Plan	Eng 9 NT	Eng 9 NT	Eng 9 NT
Queen	700	Eng 10 NT	Eng 10 NT	Eng 10 NT	Eng 10 NT	Plan	Eng 10 NT	Eng 10 NT	Plan
Slavens	112	AP Lit	AP Lang	AP Lang	AP Lit	Plan	AP Lang	AP Lit	AP Lit
Wilcher	114	Interv	French II	Lit Nav	Eng 11	Plan	Eng 11	Eng 11	Eng 11
Eldridge	118	Goza	Goza	Eng 12	Eng 12	Plan	Plan	Ath	Ath
New T.	723	Linear Sys	Alg 2 NT	AP Stats	Alg 2 NT	Alg 2 NT	Alg 2 NT	Plan	Plan
Hyde	721	PreCal	Geom	PreCal	PreCal	AP Calc	AP Calc	Plan	Interv
J. Williams	720	Plan	Geom NT	Geom NT	Alg 2	GeoDesign	GeoDesign	Plan	Geom NT
Jones	703	Plan	Alg 1 NT	Math Nav	Alg I NT	BridgeA2	Alg 1 NT	Plan	Alg 1 NT
New T.	722	AACE	AACE	Alg 2	Alg 3	Alg 2	Alg3	Plan	Alg 3
B. Barras	533	Plan	CivEconNT	Plan	CivEconNT	CivEconNT	CivEconNT	CivEconNT	CivEcoNT
Fallin	531	Am Hist	Interv	Plan	Am Hist	Interv	Civ/Econ	Am Hist	Am Hist
C. Barras	536	AP Euro	AP U.S.	Plan	AP Euro	World Hist	AP U.S.	AP Euro	AP U.S.
Adams	701	WorldHNT	WorldHNT	WorldHNT	WorldHNT	Plan	WorldHNt	WorldHNT	Plan
Coon	118	GradCoach	AP Govt.	AP Govt.	AP U.S.	AP Govt.	GradCoach	Plan	Ath
Alexander	306	Ana/Phys	Plan	BiologyNT	BiologyNT	BiologyNT	BiologyNT	Ana/Phys	Plan
Foshee	409	Plan	Plan	PhySci NT	Envir Sci	AP Phys	Physics	PhSci NT	PhySci NT
Morgan	410	Plan	Plan	PhySci NT	PhySci NT	PhySci NT	AP Environ	Chem	AP Enviro
B. Smith	301	BiologyNT	Plan	AP Bio	BiologyNT	BiologyNT	AP Bio	BiologyNT	Plan
Ruble	405	Chem	Plan	Chem	AP Chem	Chem	Chem NT	AP Chem	Plan
Rogers	401	Span2 NT	Span2 NT	Spanish 2	Plan	Spanish 2	Plan	Span2 NT	Span2 NT
Goodson	117	Plan	Lit Nav	Journ I	OrCom/Dr	Dram/OC	AACE	AACE	AACE
Reed	402	Span1 NT	Span1 NT	Span1 NT	Plan	Span1 NT	Plan	Spanish 1	Span1 NT
Rook	520	Counsel	Counsel	Counsel	Counsel	Counsel	Plan	Ath	Ath
D.Williams	612	Goza	Goza	PE/PE	PE/PE	PE/PE	Plan	Ath	Ath
Brumfield	116	Goza	Goza	Hlth/Hlth	Hlth/Hlth	Hlth/Hlth	Plan	Goza	Goza

Arkadelphia High School
Master Schedule 2013-2014

Teacher	Room	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Hornsby	403	Art 1 NT	Art 1 NT	Plan	Plan	AP Studio	Art 2	Aart/Aart	Art 1
Cornelius	226	Choir	Ark Singer	Plan	Plan	Goza	Goza	Goza	Goza
Lloyd	229	Band	Jazz Band	Plan	Plan	Goza	Goza	Goza	Goza
Stanley	724	FACS NT	FdNt/FdNt	FACS	Plan	PFF/CCR	Plan	CCR/CCR	FACS NT
Mays	539	EAST	Plan	EAST	Plan	EAST	WebD 1	WebD 2	EAST
Pinegar	727	CCManage	Crel/Crel	CCManage	Plan	ConsServ	ChD/Par	ChD/Par	ChD/Par
N. Smith	532	AbPsy/HuBe	Avia 1	InMdP/Pth	Avia 3	Mterm/Mprc	Interv	Hum A&P	InMdP/Pth
Ind Maint		IEMT	IEMT			IEMT	IEMT		
Pettigrew	221	Plan	JROTC	JROTC	Plan	JROTC	JROTC	JROTC	JROTC
Shepherd	220	Plan	JROTC	JROTC	Plan	JROTC	JROTC	JROTC	JROTC
Nix	538	CAp1/2NT	CAp1/2NT	BkOp/Prin	Plan	CAp1/2NT	CAp1/2NT	CA1/2NT	Plan
Keener	535	DC1&2	YrBk 1	ComAcct2	Or Teach	DC3&4	Plan	DC1&2	ComAcct1
Gustaveson	537	InMkt/SE	MktManag	InMkt/SE	Plan	Adv/Entre	Marketing	MkWk/In	MkWk/In
McMillion	712	Plan	EDD	POE	IED	GeoDesign	GeoDesign	CIM	Plan
P.Williams	207	Eng10 Co NT	Eng10 Co NT	Eng9 Co NT	Eng9 Co NT	Plan	Eng10 Co NT	En10CoNT	Plan
Moore	207	Plan	Algl Co NT	Geom Co NT	Res Math	Res Math	Algl Co NT	Plan	Geom Co NT
Bradshaw	200	Read 180	Res Soc St	Res English	Res Math	Read 180	Res English	Read 180	Plan
Whittle	302	Fun English	Fun English	Res Science	Fun Soc St	Plan	Fun Math	Fun Math	Res Trans

ARKANSAS
DEPARTMENT
OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

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Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 13, 2014

Mr. Steve Rose, Superintendent
Lavaca School District
P.O. Box 8
Lavaca, AR, 72941

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Mr. Rose,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Lavaca High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 12, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Lavaca School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

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

An Equal Opportunity Employer

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov
Memo Text	The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments." Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Lavaca School District
2013/2014 School Year

Standards Annual Accreditation Report

Lavaca School District

Accreditation Status:

District:

6605000 - Lavaca School District

Superintendent Steven Rose

P. O. Box 8

Lavaca , AR 72941

479-674-5611

Schools:

6605056 - Lavaca Elementary School - Accredited

6605057 - Lavaca High School - Probationary

6605058 - Lavaca Middle School - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	6605000	Required Course(s) missing : Math Electives	Not teaching the required six math classes.	Probationary
Job Not Certified	X	15.03.3	6605000	Job Not Certified: ROSE, STEVEN: 1000 Superintendent	ALP Licensure Completion Date: 09/01/2015	Cited

District Details Summary

Student Enrollment

Grade Level	Student Count
01	76
02	78
03	62
04	64
05	72
06	61
07	66
08	58
09	67
K	70
10	65
11	52
12	58

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
849	180	20185

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
2.75	3.00	0.00	2.78

ARKANSAS DEPARTMENT OF EDUCATION

Lavaca Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Lavaca Elementary School

Accreditation Status: Accredited

District:

6605000 - Lavaca School District

Superintendent Steven Rose

P. O. Box 8

Lavaca , AR 72941

479-674-5611

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	76
02	78
03	62
04	64
K	70

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
350	60	9119

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.75	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Lavaca High School
2013/14 School Year

Standards Annual Accreditation Report

Lavaca High School

Accreditation Status: Probationary

District:

6605000 - Lavaca School District

Superintendent Steven Rose

P. O. Box 8

Lavaca , AR 72941

479-674-5611

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6605057	Job Not Certified: NEWHART, MARCIE: 452000 Vocal Music I	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6605057	Job Not Certified: NEWHART, MARCIE: 452020 Advanced Vocal Music (.5 credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6605057	Job Not Certified: NEWHART, MARCIE: 452040 Vocal Music II	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6605057	Job Not Certified: NEWHART, MARCIE: 470000 American History	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6605057	Job Not Certified: NEWHART, MARCIE: 472200 Civics (1 credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6605057	Job Not Certified: WATSON, CHRIS: 423000 Physical Science	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
09	67
10	65
11	52
12	58

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
242	60	5498

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	0.95

ARKANSAS DEPARTMENT OF EDUCATION

Lavaca Middle School
2013/14 School Year

Standards Annual Accreditation Report

Lavaca Middle School

Accreditation Status: Accredited

District:

6605000 - Lavaca School District

Superintendent Steven Rose

P. O. Box 8

Lavaca , AR 72941

479-674-5611

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
05	72
06	61
07	66
08	58

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
257	60	5568

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	0.83

ARKANSAS DEPARTMENT OF EDUCATION

Lavaca School District
2013/2014 School Year

Standards Annual Override Report

Lavaca School District

Accreditation Status:

District:

6605000 - Lavaca School District

Superintendent Steven Rose

P. O. Box 8

Lavaca , AR 72941

479-674-5611

Schools:

6605056 - Lavaca Elementary School - Accredited

6605057 - Lavaca High School - Probationary

6605058 - Lavaca Middle School - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Secondary Course Offerings	6605000	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	6605000	Required Course(s) missing : Computer Based Application			C
9.03.3	IV	Secondary Course Offerings	6605000	Required Course(s) missing : Computer Based Applications			C
15.03.3	X	Job Not Certified	6605056	Job Not Certified: HEADLEY, DASHA: 5010 Elementary Library/Media Specialist	Has license.		C
15.03.3	X	Job Not Certified	6605056	Job Not Certified: HEADLEY, DASHA: 5010 Elementary Library/Media Specialist	Has license.		C
15.03.3	X	Job Not Certified	6605056	Job Not Certified: HEADLEY, DASHA: 5010 Library Media Specialist	Has license.		C
15.03.3	X	Job Not Certified	6605056	Job Not Certified: HEADLEY, DASHA: 5010 Library Media Specialist	Has license.		C
15.03.3	X	Job Not Certified	6605057	Job Not Certified: TODARO, SHANNON: 5030 High School Library/Media Spec.	Has license		C
15.03.3	X	Job Not Certified	6605057	Job Not Certified: TODARO, SHANNON: 5030 High School Library/Media Spec.	Has license		C
15.03.3	X	Job Not Certified	6605057	Job Not Certified: TODARO, SHANNON: 5030 Library Media Specialist	Has license.		C
15.03.3	X	Job Not Certified	6605057	Job Not Certified: TODARO, SHANNON: 5030 Library Media Specialist	Has license.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course Physical Science (PHYSICAL SCI), but WATSON, CHRIS is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course Advanced Vocal Music (.5 credit) (ADV VOCAL MUSIC), but NEWHART, MARCIE is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course American History (AMERICAN HIST), but NEWHART, MARCIE is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course Civics (1 credit) (CIVICS), but NEWHART, MARCIE is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course Vocal Music I (VOCAL MUSIC I), but NEWHART, MARCIE is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6605057	Highly Qualified Teacher Required for course Vocal Music II (VOCAL MUSIC II), but NEWHART, MARCIE is not Highly Qualified Teacher	Has a plan.		C
15.03.3	X	Job Not Certified	6605058	Job Not Certified: THOMPSON, MEAGAN: 972100 Special Education Language Arts	Has license.		C
15.03.3	X	Job Not Certified	6605058	Job Not Certified: THOMPSON, MEAGAN: 972110 Special Education Reading	Has license.		C
10.02.5	V	Class Size: Grades 7-12	6605058	Class Health and Safety Grade 7 with teacher GRADY, KAREN exceeds maximum class size of 30 with 66 students (Grade range: 7 to 12)	Embedded		C
10.02.5	V	Class Size: Grades 7-12	6605058	Class Health and Safety Grade 8 with teacher GRADY, KAREN exceeds maximum class size of 30 with 58 students (Grade range: 7 to 12)	Embedded		C
10.02.5	V	Total Students: Grades 7-12	6605058	Teacher GRADY, KAREN has more than 150 total students: 248 students	Pullout classes		C
10.02.4	V	Class Size: Grades 4-6	6605058	Class Health and Safety Grade 5 with teacher PROCTOR, ADONICA exceeds maximum class size of 28 with 72 students (Grade range: 4 to 6)	Embedded		C
10.02.4	V	Class Size: Grades 4-6	6605058	Class Health and Safety Grade 6 with teacher PROCTOR, ADONICA exceeds maximum class size of 28 with 61 students (Grade range: 4 to 6)	Embedded		C
10.02.4	V	Class Size: Grades 4-6	6605058	Class READING with teacher THOMPSON, MEAGAN exceeds maximum class size of 8 with 9 students (Grade range: 4 to 6)	Has an aide.		C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7033 5882 9322. Our records indicate that this item was delivered on 04/29/2014 at 09:10 a.m. in LAVACA, AR 72941. The scanned image of the recipient information is provided below.

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(Authorized Agent) Danny Gann

Danny Gann

Address of Recipient : POB 8

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* 4/21/14
91 7199 9991 7033 5882 9322
Annual Accreditation Report
Steve
Rose
Lavaca
TB

Course	Name	Section	Session	Period	Teacher	Credit	Grade List	Building	Max	Used	Room	MP
430000	ALGEBRA I	1	0	2	PATTERSON, JUDY	1.000	09,10,11,12	LAVACA HIGH SCHO	28	18	5	1,2,3,4
430000	ALGEBRA I	2	0	5	PATTERSON, JUDY	1.000	09,10,11,12	LAVACA HIGH SCHO	28	13	5	1,2,3,4
430000	ALGEBRA I	3	0	7	PATTERSON, JUDY	1.000	09,10,11,12	LAVACA HIGH SCHO	28	8	5	1,2,3,4
430000	ALGEBRA I	4	0	8	PATTERSON, JUDY	1.000	09,10,11,12	LAVACA HIGH SCHO	28	8	5	1,2,3,4
430000	ALGEBRA I	5	0	6	PATTERSON, JUDY	1.000	09,10,11,12	LAVACA HIGH SCHO	28	26	5	1,2,3,4
431000	GEOMETRY	1	0	1	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	24	7	1,2,3,4
431000	GEOMETRY	4	0	4	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	20	7	1,2,3,4
431000	GEOMETRY	5	0	8	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	7	7	1,2,3,4
431000	GEOMETRY	6	0	6	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	17	7	1,2,3,4
432000	ALGEBRA II	1	0	7	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	18	4	1,2,3,4
432000	ALGEBRA II	3	0	3	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	15	4	1,2,3,4
432000	ALGEBRA II	4	0	2	SUTMILLER, JESS	1.000	09,10,11,12	LAVACA HIGH SCHO	28	14	4	1,2,3,4
432001	PRE-AP ALG II	1	0	4	CLARK, ANN	1.000	10,11,12	LAVACA HIGH SCHO	28	4	4	1,2,3,4
433000	PRE CAL/TRIG	1	0	5	CLARK, ANN	1.000	10,11,12	LAVACA HIGH SCHO	28	24	4	1,2,3,4
433000	PRE CAL/TRIG	2	0	8	CLARK, ANN	1.000	10,11,12	LAVACA HIGH SCHO	28	11	4	1,2,3,4
435000	BRIDGE TO ALG 2	1	0	7	CLARK, ANN	1.000	11,12	LAVACA HIGH SCHO	28	4	4	1,2,3,4
435000	BRIDGE TO ALG 2	2	0	1	CLARK, ANN	1.000	11,12	LAVACA HIGH SCHO	28	8	4	1,2,3,4
534040	AP CALCULUS	1	0	2	CLARK, ANN	1.000	11,12	LAVACA HIGH SCHO	28	9	4	1,2,3,4
539900	COL ALG & STATS	1	0	2	CONCURRENT CRDT	2.000	12	LAVACA HIGH SCHO	10	9	6	1,2,3,4

Alg I

Geom

Alg II

P/C Trig

Bridge to Alg II

AP Cal

NO AP Letters

RECEIVED
OCT 15 2013
STANDARDS ASSURANCE

DISTRICT LEA# 6605

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Lavaca School District in Sebastian County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Lavaca School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

DISTRICT LEA# 6605

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: Alfred L. Lawrence Date: 10-10-13

Superintendent's Signature: Steven B. Rose Date: 10-10-13

Superintendent's Name (printed): Steven B. Rose

District Contact Person (Name/title): Steven B. Rose, Superintendent

Phone # 479-674-5611 E-mail Address: steve.rose@lavacaschools.com

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

LAVACA SCHOOL DISTRICT

P.O Box 8 LAVACA, AR 72941

Superintendent 674-5611 High School 674-5612 Middle School 674-5618 Elementary 674-5613

RECEIVED
COMMISSIONER'S OFFICE

MAY 12 2014

DEPARTMENT OF EDUCATION

May 7, 2014

Dear Dr. Kimbrell,

I am writing this letter in regards to Lavaca High School being cited for the official Standards for Accreditation status report due to the number of mathematics courses offered during the 2013-2014 school year. Our school currently offers Algebra I, Geometry, Algebra II, Pre-AP Algebra II, Bridge to Algebra II, Pre-Calculus/Trigonometry, AP Calculus, College Algebra, and College Statistics. Having dropped both Finite and Discrete from our course offerings due to their removal from the ADE course approval list – we chose to offer AP Calculus as our sixth mathematics course.

Our intentions were to offer this course due to the increased rigor and student requests. In lieu of AP Calculus, students chose to enroll in College Algebra and/or College Statistics. Due to the change in the course approval list and course requests by the students – those enrolling in a math course beyond Algebra II requested Pre-Calculus/Trigonometry, AP Calculus, College Algebra, and/or College Statistics. Our intentions are to add an option beyond Algebra II, at the request of the students for the 2014-2015 school year, titled Linear Systems and Statistics.

As a first year administrator, I was unaware that a letter requesting approval would be required in the spring and again at the beginning of the new school year allowing an AP course to count as one of the 38 required courses. I am appealing the Standards for Accreditation citing and asking that Lavaca High School be allowed to count AP Calculus as a 6th mathematics course for the 2013-2014 school year only. Any consideration with this matter would be greatly appreciated. If further information or documentation is needed, please contact me at (479) 674-5612.

Sincerely,

Felicia Owen
Principal
Lavaca High School

Steve Rose
Superintendent
Lavaca Public Schools

Lavaca High School

311 Holly Street
Lavaca, AR 72941
(479) 674-5612

Probationary Letter
Appeal Notice Documentation

1) Master Schedule 2013-2014 *(Page 2)*
   Lavaca High School offered 8 mathematics courses to students in 2013-2014.
   a. Clark
      i. Bridge to Algebra II, Pre-AP Algebra II, Pre Calculus/Trigonometry, AP Calculus
   b. Patterson
      i. Algebra I
   c. Sutmiller
      i. Geometry, Algebra II
   d. Concurrent
      i. College Algebra/Statistics

2) Enrollment numbers/rosters by course for 2013-2014 *(Page 3-21)*
   Students were enrolled in 9 mathematics courses during 2013-2014.
   a. Algebra I – 72 students *(pages 3-7)*
   b. Geometry – 68 students *(pages 8 – 11)*
   c. Bridge to Algebra II – 12 students *(pages 12 – 13)*
   d. Algebra II – 48 students *(pages 14 – 16)*
   e. Pre-AP Algebra II – 4 students *(page 17)*
   f. Pre-Calculus/Trigonometry – 35 students *(pages 18 – 19)*
   g. AP Calculus – 9 students *(page 20)*
   h. College Algebra and College Statistics – 9 students *(page 21)*

3) Course Catalog excerpts regarding mathematics courses for 2014-2015 *(Pages 22-25)*
   An additional mathematics course will be offered to students beginning 2014-2015.
   a. Mathematics courses offered *(pages 22-23)*
   b. Course Sequencing for Mathematics *(page 24)*
   c. Concurrent courses offered *(page 25)*

4) Student registration forms for 2014-2015 *(Pages 26-27)*
   Students will be able to choose an additional mathematics course beyond Algebra II for the 2014-2015 school year.
   a. 11th grade *(page 26)*
   b. 12th grade *(page 27)*

2013-2014	1	2	3	4	5	Lunch	6	7	8
	7:55-8:45	8:50-9:35	9:40-10:25	10:30-11:15	11:20-12:05		12:35-1:40	1:45-2:30	2:35-3:20
Music		Elementary	MS Vocal						
Clark	Bridge to Alg II 435000	Pre Calculus/Trig 433000	PREP PERIOD	Pre AP Algebra 2 432001	Pre Calculus/Trig 433000		Remediation 970130	Bridge to Alg II 435000	Pre Calculus/Trig 433000
Cooper	Art 1 450000	Art 1 450000	Art 1 450000	PREP PERIOD	Art 2 450030		Art History 1&2 450060	Studio 2D 450080/ Studio 3D 450090	Studio 2D 450080/ Studio 3D 450090
Gray	Sc Social Skills	RR English 1,2 972100	English 1,2 972100	RR English 3,4 972100	RR English 3,4 972100		PREP PERIOD	SC English	English 1,2 972100
Headley	Athletics CR 999810	Office	Remediation 970130	AP US History 570020	Activities/MS Duty 999820		7th Boys		Athletics CR/Athletics 999810-99981B
Schlinker	Athletics CR 999810	PREP PERIOD	Middle School Pe	Middle School Pe	Middle School Pe		7th Boys	Middle School Pe	Athletics CR/Athletics 999810-99981B
Martin	Music Theory 450050	PREP PERIOD	Elementary	Inst. Music 1 451000	Lunch to 11:45/ MS Duty to 12:00		Middle School	Elementary	Middle School
Moody	Athletics CR 999810	Art 1 450000	World Geo/Physics 474400/474400	PREP PERIOD	PE 440000		7th Girls	PE 440000	Athletics CR/Athletics 999810-99981G
Morgan	Algebra/Geometry	SpEd Office	SC Math	SC Science	Algebra/Geometry		PREP PERIOD	Upper Math	Upper Math
Newhart	Civics/Economics 472200/474300	PREP PERIOD	Civics/Economics 472200/474300	Civics/Economics 472200/474300	Civics/Economics 472200/474300		Vocal Music 1 /AdvVocal/Vocal Music II 452000/452020/452040	Civics/Economics 472200/474300	Civics/Economics 472200/474300
Patterson	Remediation 970130	Algebra 1 430000	Remediation 970130	PREP PERIOD	Algebra 1 430000		Algebra 1 430000	Algebra 1 430000	Algebra 1 430000
Perry	Comm Service/Yearbook 496010	Desktop 1/2 492150/492160	Multi-Media 1/2 492360/492370	PREP PERIOD	Computerized Business Applications 492120		DC III/ Digital Media 497160	Computerized Business Applications 492120	Computerized Business Applications 492120
Prater	Athletics CR 999810	English 1 410000	Remediation 970130	English 1 410000	PREP PERIOD		7th Girls	English 1 410000	Athletics CR/Athletics 999810-99981G
Reed	Athletics CR 999810	PE 440000	PE 440000	PE 440000	Health 440000		7th Boys	PREP PERIOD	Athletics CR/Athletics 999810-99981B
Rink	Physics 422000	P.I.C. 522070	Chemistry 421000	P.I.C. 522070	Physics 422000		PREP PERIOD	Chemistry 421000	Pre AP Phys Science 423001
Robberson	Office	Spanish 1 440000	PREP PERIOD	Spanish 2 440020	Spanish 1 440000		Spanish 2 440020	Spanish 1 440000	Spanish 1 440000
Rollins	Reading 410000								
Roof	ESL Planning Period		PREP PERIOD	Oral Communications 414000	Oral Communications 414000				
Franklin	Athletics CR 999810	PREP PERIOD					7th Boys		Athletics CR/Athletics 999810-999818
Schmalz	Ag Mechanics 491390	Ag Metals 491380	Ag Mechanics 491390	An Sci 1/ An Sci 2 491180/491200	PREP PERIOD		Survey of Agri & Systems 491150	Small Engine/Intro to Horticulture	Survey of Agri & Systems 491150
Scoggins (B)					LUNCH	DUTY			
Scoggins (L)	Carpentry 494460	Lab 590100	Plumbing	Const Fund 494480	Lab 590100		Const Fund 494480	MS/Lab 590100	PREP PERIOD
Sutmiller					PREP PERIOD				
Teague D	High School	High School	High School	High School	High School	DUTY	Criminal Justice 494620	Criminal Justice 494620	PREP PERIOD
Todaro	Library	Library	Library	Library	Library		Classworks 12:35-12:50	Library	Library
Turney	PREP PERIOD	English 3 413000	English 3 413000	English 3 413000	English 3 413000		English 3 413000	English 3 413000	English 3 413000
Verrette	Elementary	PREP PERIOD		Inst. Music 2/3/4/ Adv. Inst. Music 451000/451020	Lunch to 11:45/ MS Duty to 12:00		Middle School	Middle School	Middle School
Walker	College Comp 519900	Coll Alg/ Stats 539900	College Psych/Sociology 579901/579900	Office	Lunch	Office	DLC/ Journalism 415000	Office	Office
Watson	Athletics CR 999810	PREP PERIOD	Physical Science 423000	Physical Science 423000	MS Duty/Drivers Ed 690040		MS Phy Ed/ 7th Athletics	Physical Science 423000	Athletics CR/Athletics 999810-99981G
Weaver	PREP PERIOD	Anatomy/Physiology 424030		Pre AP Biology 420001			Spanish 1 440000		Anatomy/Physiology 424030
Wein	TRIO/GEAR UP 491100/491200	Human Growth/Parent Dynamics 493150/493160	F & C Science 493080	PREP PERIOD	Human Growth/Parent Dynamics 493150/493160		F & C Science 493080	TRIO/GEAR UP 491100/491200	Child Parenting 493090/493210
9th Core									

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
430000	1	ALGEBRA I	0	1106	PATTERSON, JUDY	1234	MTWRF	2	5	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000098	BANNING, JADE MONROE	10	F	STAFF	N/A	(479)	926-1377	34
560000057	BUTLER, HOLLIE KAY	09	F	STAFF	N/A	(479)	420-3470	
990000233	CUMMINGS, CRISTIAN (TY)	09	M	STAFF	N/A	(479)	763-4861	
580000418	HARMON, TRENTON TYLER	10	M	STAFF	N/A	(479)	431-9205	
560000092	HASTON, DALTON PAYNE	11	M	STAFF	N/A	(479)	674-2661	34
560000052	HEARN, TAYLEE RENEE	09	F	STAFF	N/A	(479)	674-2323	
560000551	HIGGINBOTHAM, CHANCE MICHAEL	09	M	STAFF	N/A	(479)	434-0040	
560000001	HILL, ALEAH RENEA	09	F	STAFF	N/A	(479)	674-1012	
560000596	MORGAN, JORDAN BAILEY	09	F	STAFF	N/A	(479)	462-3844	
560000162	NEAL, RYLEIGH MADISON	09	F	STAFF	N/A	(479)	461-5403	
990000420	PATRICK, ALEXUS JADE	09	F	STAFF	N/A	(479)	452-4797	
580000527	PHILLIPS, EMILEE LAUREN	09	F	STAFF	N/A	(501)	358-8755	
560000257	PHILLIPS, WILLIAM (BILLY) THOM	10	M	STAFF	N/A	(479)	668-0974	
580000522	RUTTLE, CONSUELO WATIE-MEZA	09	F	STAFF	N/A	(479)	353-2650	
580000420	SANDERS, KAYLA MARIE	09	F	STAFF	N/A	(254)	394-3713	
580000484	SCHMIDT, TYLER RAY	09	M	STAFF	N/A	(479)	674-9153	
560000151	SMITHSON, CALEB JOSEPH	09	M	STAFF	N/A	(479)	674-2328	
580000427	TAYLOR, DILLON MYLES	09	M	STAFF	N/A	(479)	597-0730	

TOTAL FOR CLASS: 18

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
430000 2	ALGEBRA I	0	1106	PATTERSON, JUDY	1234	MTWRF	5	5	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000069	BIGGERSTAFF, MOLLY RUTH	12	F	WISE, DANIEL	N/A	(479)	674-2827	
560000206	BRITTAIN, MORGAN ELIZABETH	09	F	STAFF	N/A	(479)	430-6256	
560000205	CHAFFIN, KIYA LINDA CHANELL	09	F	STAFF	N/A	(479)	275-9434	
560000739	CUMMINGS, JESSICA DANYEL	09	F	STAFF	N/A	(479)	763-4861	
560000615	GOTHARD, GABRIEL ALLAN	09	M	STAFF	N/A	(479)	670-4334	
570000537	HARRISON, KATHRYN (KATIE) PAIG	09	F	STAFF	N/A	(479)	651-6175	
560000058	HILD, JESSIEKA DAWN	09	F	STAFF	N/A	(479)	221-2274	
560000182	SMITH, ALEXANDER (ALEX) REESE	09	M	STAFF	N/A	(479)	222-2879	
990000315	STEIGER, KYRA KATHLEEN	09	F	STAFF	N/A	(479)	650-7656	
560000106	WERNER, BLAKE SCOTT	09	M	STAFF	N/A	(479)	650-4506	
560000208	WILLIAMS, JUSTIN TYLER	09	M	STAFF	N/A	(479)	651-8513	
560000727	WISE, MAEGAN REBEKAH	09	F	STAFF	N/A	(479)	635-5504	

TOTAL FOR CLASS: 12

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
430000	5	ALGEBRA I	0	1106	PATTERSON, JUDY	1234	MTWRF	6	5	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
570000543	ALBERT, ASHLEIGH BROOKE	09	F	STAFF	N/A	(479) 674-6017		
560000098	BANNING, JADE MONROE	10	F	STAFF	N/A	(479) 926-1377		12
560000159	BATSON, BREANNA LEE	09	F	STAFF	N/A	(479) 674-3003		
560000703	BREWER, KEATON JACKSON	09	M	STAFF	N/A	(479) 831-8720		
560000161	FOSTER, HANNAH SABELLE	09	F	STAFF	N/A	(479) 965-4858		
560000490	GEISSEL, BRYCE MICHAEL	09	M	STAFF	N/A	(479) 926-2307		
560000113	GRAVES, JANSON LEE	09	M	STAFF	N/A	(479) 629-0732		
560000489	JACOBS, MIRANDA KAY	09	F	STAFF	N/A	(479) 652-3873		
560000676	KILGORE, KENDALL HANNAH	09	F	STAFF	N/A	(479) 674-8066		
570000549	KNUCKEY, GARRETT ANTHONY	09	M	STAFF	N/A	(479) 276-4121		
560000211	LARSON, HAILEY CHRISTINE	09	F	STAFF	N/A	(479) 883-2109		
560000742	LEWELLING, CLINTON RAY	09	M	STAFF	N/A	(479) 652-7642		
560000110	MARTIN, SIANNA GRACE	09	F	STAFF	N/A	(479) 674-4507		
560000051	MCKEY, HARLEIGH DIETRICH	09	F	STAFF	N/A	(479) 597-6174		
560000255	MONTGOMERY, HUTCHON MICHAEL	09	M	STAFF	N/A	(479) 459-8606		
560000149	NICHOLS, MALLORY ELIZABETH	09	F	STAFF	N/A	(479) 806-6246		
580000519	NOBLE, BREANNA LEA	09	F	STAFF	N/A	(479) 883-1752		
560000734	PARR II, PAUL ALAN	09	M	STAFF	N/A	(479) 561-3034		
560000163	SCOTT, JORDAN RENEE	09	F	STAFF	N/A	(479) 674-2983		
560000249	TOMLINSON, ZACKARY AARON	09	M	STAFF	N/A	(479) 674-2147		
560000152	TRENT, DUSTIN MICHAEL	09	M	STAFF	N/A	(479) 674-2703		12
580000544	TROTTER, REECE MICHAEL	09	M	STAFF	N/A	(479) 414-3496		
560000045	TWING, BRANDEN NICOLEAS	09	M	STAFF	N/A	(479) 674-3065		
560000008	VARGAS, ANTHONY	12	M	WISE, DANIEL	N/A	(479) 222-5761		34
560000055	WESTBROOK, ALEX EDWARD	09	M	STAFF	N/A	(479) 674-2191		
560000041	YOTHER, DILLON ALAN	09	M	STAFF	N/A	(479) 221-0703		

TOTAL FOR CLASS: 26

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
430000	3	ALGEBRA I	0	1106	PATTERSON, JUDY	1234	MTWRF	7	5	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000603	ALLEN, MARTIN CHASE	09	M	STAFF	N/A	(479)	252-1836	
560000209	CHRONISTER, ASHTON BLAINE	09	M	STAFF	N/A	(479)	674-5864	
560000048	COLE, KARISSA DAWN	09	F	STAFF	N/A	(479)	883-7696	
560000210	FOX, ASHLEY AARON	09	F	STAFF	N/A	(479)	674-2030	
560000204	SMITHSON, SHAYLA CHEYENNE	09	F	STAFF	N/A	(479)	652-8463	
560000541	SUTTERFIELD, SHELTON LEE	09	M	STAFF	N/A	(479)	674-3149	
560000056	WHITE, NOAH ETHAN	09	M	STAFF	N/A	(479)	674-4550	
580000504	WOODY, MATTHEW THOMAS	09	M	STAFF	N/A	(479)	222-4714	

TOTAL FOR CLASS: 8

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
430000	4	ALGEBRA I	0	1106	PATTERSON, JUDY	1234	MTWRF	8	5	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000614	GOTHARD, AUSTIN TYLER	10	M	STAFF	N/A	(479) 670-4334		34
560000100	HARD, CHRISTOPHER SHAWN	09	M	STAFF	N/A	(479) 763-4861		
560000351	HYATT, BRETT JAMES	10	M	STAFF	N/A	(479) 353-5749		
560000053	LOTT, SARAH NICOLE	09	F	STAFF	N/A	(479) 674-5769		
580000428	MCDANIEL, LARRY PEYTON	10	M	STAFF	N/A	(479) 437-4833		34
580000405	MURCHISON, JUSTIN RAY	11	M	STAFF	N/A	(479) 650-0958		
580000458	POPE, CALVIN (ISAIAH)	09	M	STAFF	N/A	(479) 674-2679		
560000152	TRENT, DUSTIN MICHAEL	09	M	STAFF	N/A	(479) 674-2703		34

TOTAL FOR CLASS: 8

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
431000	1 GEOMETRY	0	1245	SUTMILLER, JESS	1234	MTWRF	1	7	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
580000441	ACOSTA, NILO ALBERTO	10	M	STAFF	N/A	(479)	561-2671	
560000097	CHOSY, MACKENZIE NICHOLE	10	F	STAFF	N/A	(479)	674-4432	
560000199	CRAWFORD, JESSICA LYNN	10	F	STAFF	N/A	(479)	674-5029	
990000404	CUMMINGS, STEPHANIE NICOLE	11	F	STAFF	N/A	(479)	763-4861	
560000196	FINCH, JENNI LYNN	10	F	STAFF	N/A	(479)	926-0998	
560000198	GRAVES, LANDON NASH	10	M	STAFF	N/A	(479)	629-0732	
580000418	HARMON, TRENTON TYLER	10	M	STAFF	N/A	(479)	431-9205	
560000382	HAULMARK, WILLIAM CHRISTOPHER	10	M	STAFF	N/A	(479)	674-3026	
560000232	HILLIER, KELBY LEE	10	M	STAFF	N/A	(479)	597-0017	12
560000503	HOOKS, EMILY GRACE	10	F	STAFF	N/A	(479)	459-6696	
560000351	HYATT, BRETT JAMES	10	M	STAFF	N/A	(479)	353-5749	
580000467	KISER, RICHMOND BARCELA	10	M	STAFF	N/A	(631)	871-7059	
560000043	KOPEC, REED ANDREW	10	M	STAFF	N/A	(479)	739-1668	
560000046	MARSHALL, BRAXTON WAYNE	10	M	STAFF	N/A	(479)	674-5043	
560000042	MCDONALD, KOBY LANE	10	M	STAFF	N/A	(479)	719-0195	
570000540	MENDEZ-ZAMBRANA, GABRIEL ALBER	10	M	STAFF	N/A	(479)	522-0398	
560000200	O'KELLEY, WILLIAM BAYLEY	10	M	STAFF	N/A	(479)	674-5709	
560000237	ORELLANA, TANIA	10	F	STAFF	N/A	(479)	674-1063	
560000257	PHILLIPS, WILLIAM (BILLY) THOM	10	M	STAFF	N/A	(479)	668-0974	
580000393	SCHOEPPEY, CHRISTIAN TYLER	10	M	STAFF	N/A	(479)	420-1468	
580000487	SMITHSON, MEREDITH (ALEXUS)	10	F	STAFF	N/A	(479)	674-2175	
560000600	THOMAS, JOSHUA ERICKSON	10	M	STAFF	N/A	(479)	434-0893	
560000137	WEAVER, JAYLA NICOLE	10	F	STAFF	N/A	(479)	719-3116	

TOTAL FOR CLASS: 23

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
431000	4	GEOMETRY	0	1245	SUTMILLER, JESS	1234	MTWRF	4	7	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000098	BANNING, JADE MONROE	10	F	STAFF	N/A	(479) 926-1377		
560000189	BROWN, LUKE CHRISTIAN	11	M	STAFF	N/A	(479) 790-8475		
560000677	CALDERON, ALEX ERNESTO	10	M	STAFF	N/A	(479) 652-6441		
560000040	COLE, CHARLES COLTON	10	M	STAFF	N/A	(479) 597-0808		
560000099	CRAWFORD, BAILEE MADISON	10	F	STAFF	N/A	(479) 674-2146		
570000558	DUNN, RAVEN ALEXUS	10	F	STAFF	N/A	(479) 259-6665		
560000047	FOGO, MICHAEL WAYNE	10	M	STAFF	N/A	( ) -		
560000319	GABER, SAVANNAH RENEE	10	F	STAFF	N/A	(479) 221-2853		
580000423	GEORGE, MAVERICK JOE	11	M	STAFF	N/A	(479) 689-0250		34
560000614	GOTHARD, AUSTIN TYLER	10	M	STAFF	N/A	(479) 670-4334		
570000538	HARRISON, HANNAH RAE	10	F	STAFF	N/A	(479) 651-6175		12
560000102	HAYES, BRAYLYN MAC'S	10	F	STAFF	N/A	(479) 459-8684		
560000145	JAMES, NOAH BENJAMIN	10	M	STAFF	N/A	(479) 674-2967		
580000472	MANEY, KARRIE ANN	10	F	STAFF	N/A	(479) 459-4855		
580000428	MCDANIEL, LARRY PEYTON	10	M	STAFF	N/A	(479) 437-4833		
580000493	MOODY, MAKAILA	10	F	STAFF	N/A	(479) 965-3156		
580000463	MORRIS, GARIN TAYLOR	10	M	STAFF	N/A	(479) 414-1225		
560000537	MORSE, DEREK SHAYNE	10	M	STAFF	N/A	(479) 674-6082		
560000146	SWAIN, TANNER MANN	10	M	STAFF	N/A	(479) 667-0685		
580000500	TURNER, HUNTER GRACE	10	F	STAFF	N/A	(479) 276-9820		

TOTAL FOR CLASS: 20

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
431000	6	GEOMETRY	0	1245	SUTMILLER, JESS	1234	MTWRF	6	7	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000197	ASHER, EMERALD ANN	10	F	STAFF	N/A	(479)	739-6581	
560000140	BARBER, LUKE CALEB	10	M	STAFF	N/A	(479)	674-2878	
560000028	BEARDEN, ADAM (WES)LEY	10	M	STAFF	N/A	(479)	461-3385	
580000460	CROFT, DEVIN EUGENE	10	M	STAFF	N/A	(479)	221-5263	
560000044	GIBSON, TAYLOR GRAHAM	10	M	STAFF	N/A	(479)	674-5294	
560000103	GRAHAM, EVELYN ALICIA	10	F	STAFF	N/A	(479)	674-7012	
560000143	GRANDERSON, KRISTIN ELAINE	10	F	STAFF	N/A	(479)	462-8603	
560000092	HASTON, DALTON PAYNE	11	M	STAFF	N/A	(479)	674-2661	
560000416	JOHNSON, KATIE VICTORIA	10	F	STAFF	N/A	(479)	462-6793	
560000105	JONES, NICHOLAS WADE	10	M	STAFF	N/A	(479)	670-0245	
560000470	MENDEZ, CHRISTIAN ALEXANDER	10	M	STAFF	N/A	(479)	597-6126	
560000096	MEREDITH, MAKENZIE LAUREN	10	F	STAFF	N/A	(479)	674-7014	
560000101	NIEMANN, KASEY SHAYNE	10	M	STAFF	N/A	(479)	674-5464	
560000141	SELF, JACKALYNN TAYLOR	10	F	STAFF	N/A	(479)	674-2745	
570000560	SELLS, BRANDON SCOTT	10	M	STAFF	N/A	(479)	420-7441	
560000264	SOSEBEE, JARED WAYNE	10	M	STAFF	N/A	(479)	769-5347	
560000213	TODARO, JOSEPH MICHAEL	10	M	STAFF	N/A	(479)	651-7963	
570000542	WOODS, ALEXANDER PAXTON	09	M	STAFF	N/A	(479)	674-2793	

TOTAL FOR CLASS: 18

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
431000	5	GEOMETRY	0	1245	SUTMILLER, JESS	1234	MTWRF	8	7	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000093	DEMPSEY, MADISON ALYSSA	11	F	STAFF	N/A	(479) 651-2493		
560000037	GIPSON, RACHEL ELIZABETH	10	F	STAFF	N/A	(479) 674-5180		
570000538	HARRISON, HANNAH RAE	10	F	STAFF	N/A	(479) 651-6175		34
560000232	HILLIER, KELBY LEE	10	M	STAFF	N/A	(479) 597-0017		34
580000506	MATHES, JOSEF LEE	10	M	STAFF	N/A	(479) 430-6568		
560000139	RENFRO, TANNER BRICE	10	M	STAFF	N/A	(479) 651-1227		
560000260	WHITFIELD, COLLIN BRYSON	10	M	STAFF	N/A	(479) 629-3722		

TOTAL FOR CLASS: 7

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
435000	2 BRIDGE TO ALG 2	0	1242	CLARK, ANN	1234	MTWRF	1	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000192	ALBERTSON, EMILY LYNN	11	F	STAFF	N/A	(479)	674-5213	
580000423	GEORGE, MAVERICK JOE	11	M	STAFF	N/A	(479)	689-0250	
560000092	HASTON, DALTON PAYNE	11	M	STAFF	N/A	(479)	674-2661	
560000136	SMITH, KYLER JOSEPH	11	M	STAFF	N/A	(479)	674-2767	
560000539	SUTTERFIELD, TRENT DAWAYNE	11	M	STAFF	N/A	(479)	674-3149	
560000008	VARGAS, ANTHONY	12	M	WISE, DANIEL	N/A	(479)	222-5761	
560000068	WALKER, MARCUS ALEXANDER	11	M	STAFF	N/A	(479)	674-5849	
560000080	WHITE, JEFFREY SCOTT	12	M	WISE, DANIEL	N/A	(479)	674-5736	

TOTAL FOR CLASS: 8

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
435000	1	BRIDGE TO ALG 2	0	1242	CLARK, ANN	1234	MTWRF	7	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000093	DEMPSEY, MADISON ALYSSA	11	F	STAFF	N/A	(479)	651-2493	
560000089	HODGES, GARRETT ALLEN	11	M	STAFF	N/A	(479)	806-7758	
580000405	MURCHISON, JUSTIN RAY	11	M	STAFF	N/A	(479)	650-0958	
560000067	SMITHSON, ISAAC HUNTER	11	M	STAFF	N/A	(479)	883-5094	

TOTAL FOR CLASS: 4

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
432000	4 ALGEBRA II	0	1245	SUTMILLER, JESS	1234	MTWRF	2	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
990000413	ALBERT, ALEXIS KRISTIAN	11	F	STAFF	N/A	(479)	674-6017	
580000386	DENHAM, ROBERT (LUCAS)	11	M	STAFF	N/A	(479)	650-4506	
560000259	DOUGLAS, ELIJAH DAYTON	11	M	STAFF	N/A	(479)	461-6065	
560000095	ELLISON, BRIER NICHOLE	11	F	STAFF	N/A	(479)	674-5853	
560000242	GATES, JACQULINE (JACKIE) LEE	11	F	STAFF	N/A	(661)	496-1277	
560000241	GATES, VIC WAYNE	11	M	STAFF	N/A	(661)	496-1277	
560000200	O'KELLEY, WILLIAM BAYLEY	10	M	STAFF	N/A	(479)	674-5709	
560000020	PUCKETT, BILLY JAY DANIEL	12	M	WISE, DANIEL	N/A	(479)	674-5321	
560000139	RENFRO, TANNER BRICE	10	M	STAFF	N/A	(479)	651-1227	
560000007	RIDDLE JR, ROY (R.J.) GENE	11	M	STAFF	N/A	(479)	670-4046	
580000487	SMITHSON, MEREDITH (ALEXUS)	10	F	STAFF	N/A	(479)	674-2175	
570000437	SNOW, JESSICA DAWN	12	F	WISE, DANIEL	N/A	(479)	221-5264	
580000457	THOMPSON, TAYLOR NICOLE	11	F	STAFF	N/A	(479)	459-2415	
560000064	WOOTEN, COURTNEY MICHELLE	12	F	WISE, DANIEL	N/A	(479)	719-0189	

TOTAL FOR CLASS: 14

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
432000	3 ALGEBRA II	0	1245	SUTMILLER, JESS	1234	MTWRF	3	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000167	ATKINS, JORDAN LEA	12	F	WISE, DANIEL	N/A	(479)	461-2360	
560000133	BANNING, ABBEY LEE	11	F	STAFF	N/A	(479)	739-1041	
560000188	CARROLL, EMILY ELLEN	11	F	STAFF	N/A	(479)	629-4907	
560000062	COLE, MARCUSS DEWANE	11	M	STAFF	N/A	(479)	431-9339	
990000404	CUMMINGS, STEPHANIE NICOLE	11	F	STAFF	N/A	(479)	763-4861	
560000143	GRANDERSON, KRISTIN ELAINE	10	F	STAFF	N/A	(479)	462-8603	
560000503	HOOKS, EMILY GRACE	10	F	STAFF	N/A	(479)	459-6696	
560000470	MENDEZ, CHRISTIAN ALEXANDER	10	M	STAFF	N/A	(479)	597-6126	
560000079	NEWTON, ROBERT RACE	12	M	STAFF	N/A	(479)	597-8187	
560000023	NIEMANN, KENNETH DAVID	12	M	WISE, DANIEL	N/A	(479)	674-5464	
580000400	ORRISON, SAVANNAH ROSE	11	F	STAFF	N/A	(479)	217-0749	
570000559	PEACOCK, MEGHAN LEIGHANN	11	F	STAFF	N/A	(575)	640-4958	
570000547	THORLAND, LARS MAGNAR	12	M	STAFF	N/A	(479)	650-8844	
560000008	VARGAS, ANTHONY	12	M	WISE, DANIEL	N/A	(479)	222-5761	
570000545	VISENZI, GIULIA	12	F	STAFF	N/A	(479)	651-8354	
560000080	WHITE, JEFFREY SCOTT	12	M	WISE, DANIEL	N/A	(479)	674-5736	

34

TOTAL FOR CLASS: 16

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
432000	1	ALGEBRA II	0	1245	SUTMILLER, JESS	1234	MTWRF	7	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000186	ALEXANDER, WESTON LEE	11	M	STAFF	N/A	(479)	674-2176	
560000197	ASHER, EMERALD ANN	10	F	STAFF	N/A	(479)	739-6581	
570000501	ASKINS, LOGAN MATTHEW	11	M	WISE, DANIEL	N/A	(479)	209-7779	
560000027	BEARDEN, JACOB (WILL)IS	11	M	STAFF	N/A	(479)	221-5940	
580000424	BROWN, ASHLEY ELIZABETH	11	F	WISE, DANIEL	N/A	(479)	719-0241	
560000189	BROWN, LUKE CHRISTIAN	11	M	STAFF	N/A	(479)	790-8475	
560000097	CHOSY, MACKENZIE NICHOLE	10	F	STAFF	N/A	(479)	674-4432	
560000044	GIBSON, TAYLOR GRAHAM	10	M	STAFF	N/A	(479)	674-5294	
560000416	JOHNSON, KATIE VICTORIA	10	F	STAFF	N/A	(479)	462-6793	
560000042	MCDONALD, KOBY LANE	10	M	STAFF	N/A	(479)	719-0195	
560000178	MELTON, JOSHUA JAMES	11	M	STAFF	N/A	(479)	270-6474	
580000464	MORRIS, PAYTON NICHOLAS	11	M	STAFF	N/A	(479)	414-1225	
560000101	NIEMANN, KASEY SHAYNE	10	M	STAFF	N/A	(479)	674-5464	
570000546	PANTOJA, ISABELLA	12	F	STAFF	N/A	(479)	651-8354	
580000397	SCOGGINS, ERICKA DANEILLE	12	F	WISE, DANIEL	N/A	(479)	883-7225	
560000141	SELF, JACKALYNN TAYLOR	10	F	STAFF	N/A	(479)	674-2745	
560000600	THOMAS, JOSHUA ERICKSON	10	M	STAFF	N/A	(479)	434-0893	
570000536	TROTTER, BROOKS SCOTT	11	M	STAFF	N/A	(479)	414-3496	

TOTAL FOR CLASS: 18

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
432001 1	PRE-AP ALG II	0	1242	CLARK, ANN	1234	MTWRF	4	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000140	BARBER, LUKE CALEB	10	M	STAFF	N/A	(479)	674-2878	
990000154	HALL, AMBER LYNN	10	F	STAFF	N/A	(479)	381-1560	
560000127	KIMES, SAMANTHA LEIGH	11	F	STAFF	N/A	(479)	650-8870	
580000467	KISER, RICHMOND BARCELA	10	M	STAFF	N/A	(631)	871-7059	

TOTAL FOR CLASS: 4

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
433000	1	PRE CAL/TRIG	0	1242	CLARK, ANN	1234	MTWRF	5	4	57

Days	Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Mp
	580000414	AKERS, SARA RENEE	12	F	WISE, DANIEL	N/A	(479)	
629-8717								
	560000123	BROWN, WHITNEY MARCELLA	12	F	WISE, DANIEL	N/A	(479)	
629-2746								
	560000130	BUTLER, BRITTANY LEE	11	F	STAFF	N/A	(479)	
252-0806								
	580000461	CROFT, MARY FRANCIS	11	F	STAFF	N/A	(479)	
221-5263								
	560000184	DANIELS, LANDON PATRICK	11	M	STAFF	N/A	(479)	
651-0239								
	560000094	DITTMANN, JACOB ALLEN	11	M	STAFF	N/A	(479)	
674-5678								
	560000218	FEW, ABIGAIL (ABBY) MARIE	11	F	STAFF	N/A	(479)	
674-4536								
	560000035	GRAHAM, TANNER DEWAYNE	11	M	STAFF	N/A	(479)	
674-2862								
	560000134	HEADLEY, HAYDEN DANIEL	11	M	STAFF	N/A	(479)	
674-5386								
	560000415	JOHNSON, ELIZABETH ANN	12	F	WISE, DANIEL	N/A	(479)	
206-2196								
	560000177	MANTOOTH, DESTINY DEANN	11	F	STAFF	N/A	(479)	
674-6089								
	580000342	MARSHALL, ALEXANDRIA PAIGE	12	F	WISE, DANIEL	N/A	(479)	
452-6536								
	560000082	MARTIN, CIERRA CHEYENNE	12	F	WISE, DANIEL	N/A	(479)	
674-5602								
	560000034	MCELROY, ASHLEY MICHELLE	11	F	STAFF	N/A	(479)	
459-6968								
	560000169	NIBLETT, SARAH ELIZABETH	12	F	WISE, DANIEL	N/A	(479)	
226-2326								
	560000090	PENCE, BRITTANY DAWN NICOLE	11	F	STAFF	N/A	(479)	
652-1032								
	570000435	REID, JAMES CLAYTON	12	M	WISE, DANIEL	N/A	(479)	
597-0411								
	580000363	ROMO, JESSICA RACHEL	11	F	STAFF	N/A	(479)	
674-8023								
	580000459	SCHLINKER, HUNTER JAMES	11	M	STAFF	N/A	(479)	
206-0546								
	560000128	STOLL, BAILEE ANN	11	F	STAFF	N/A	(479)	
414-3880								
	560000193	VOSS, LEVI HUNTER	11	M	STAFF	N/A	(479)	
414-9930								
	580000090	WALLACE, KARA LEAYNE	12	F	WISE, DANIEL	N/A	(479)	
434-3010								
	570000516	WARD, ETHAN COLEMAN	12	M	STAFF	N/A	(479)	
234-1416								
	570000492	YOUNG, BRITNEY KAYE	12	F	WISE, DANIEL	N/A	(479)	
965-3162								

TOTAL FOR CLASS: 24

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
433000	2	PRE CAL/TRIG	0	1242	CLARK, ANN	1234	MTWRF	8	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000032	COX, MACIE BRIANNA	11	F	STAFF	N/A	(479)	883-0825	
560000084	DENNEY, DANIEL RUEBEN	12	M	WISE, DANIEL	N/A	(479)	689-4268	
580000359	KELLEY, CYNTHIA RENEE	12	F	WISE, DANIEL	N/A	(479)	739-6593	
580000378	KILGORE, KALEN MOREACE	11	M	STAFF	N/A	(479)	674-8066	
570000459	MCCORMICK, PATIENCE SUE	12	F	WISE, DANIEL	N/A	(479)	651-3170	
560000030	MCKINNEY, JAMES (RUSSELL)	11	M	STAFF	N/A	(479)	674-2280	
560000120	MEREDITH, OLIVIA GRACE	12	F	WISE, DANIEL	N/A	(479)	674-7014	
570000544	NI, TIN (CELIA) YIN	12	F	STAFF	N/A	(479)	234-1416	34
570000547	THORLAND, LARS MAGNAR	12	M	STAFF	N/A	(479)	650-8844	
570000442	VALDEZ, JAYCOB RUDY	12	M	WISE, DANIEL	N/A	(479)	806-2779	
560000015	WALLACE, CODY BLAKE	12	M	STAFF	N/A	(479)	434-3010	

TOTAL FOR CLASS: 11

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
534040	1 AP CALCULUS	0	1242	CLARK, ANN	1234	MTWRF	2	4	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000061	COX, COLTON AARON	12	M	WISE, DANIEL	N/A	(479) 674-2059		12
560000018	DORSEY, KENDRA LOURINE	12	F	WISE, DANIEL	N/A	(479) 883-0779		
580000350	DUNCAN, O'HARA ALEXANDRA	12	F	WISE, DANIEL	N/A	(479) 674-2941		
560000066	HARPER, KEELY ANN	12	F	WISE, DANIEL	N/A	(479) 926-3871		12
560000026	HOLLOWAY, MEGAN DAWN	12	F	WISE, DANIEL	N/A	(479) 597-6201		
570000544	NI, TIN (CELIA) YIN	12	F	STAFF	N/A	(479) 234-1416		12
580000392	SCHOEPPEY, ISAIAH JORDAN	12	M	WISE, DANIEL	N/A	(479) 420-1468		
560000229	VEREECKE, CHRISTOPHER MICHAEL	12	M	WISE, DANIEL	N/A	(479) 674-5395		
560000071	WEAVER, SAMUEL ISAAC	12	M	WISE, DANIEL	N/A	(479) 674-5311		

TOTAL FOR CLASS: 9

* = Inactive Student

CLASS LISTS

57 LAVACA HIGH SCHOOL

Course	Section	Description	Lvl	Teacher	Teacher Name	Marking Periods	Days	Period	Room	Crs Bldg
539900	1	COL ALG & STATS	0	1079	CONCURRENT CRDT	1234	MTWRF	2	6	57

Student Id	Name	Gd	Sex	Counselor	Hrm	Phone	Days	Mp
560000250	ANDERSON, CALLIE CATHERINE	12	F	WISE, DANIEL	N/A	(479) 674-2117		
560000175	BOGLE, BRAD THOMAS	12	M	WISE, DANIEL	N/A	(479) 459-4894		12
580000410	CROSSLAND, DUSTIN OTIS	12	M	STAFF	N/A	(479) 899-3580		12
560000085	GRAVES, COBY LYNN	12	M	WISE, DANIEL	N/A	(479) 629-0732		
560000025	JAMES, CALEB JACKSON	12	M	WISE, DANIEL	N/A	(479) 674-2967		
560000170	SCOTT, BENJAMIN KEITH	12	M	WISE, DANIEL	N/A	(479) 674-2983		12
560000074	TODARO, ROBERT ANTHONY	12	M	WISE, DANIEL	N/A	(479) 651-7963		12
560000246	TOMLINSON, KAITLYN DAWN	12	F	WISE, DANIEL	N/A	(479) 221-4169		12
560000078	WESTBROOK, LEANNE STARR	12	F	WISE, DANIEL	N/A	(479) 674-2191		

TOTAL FOR CLASS: 9

* = Inactive Student

Mathematics

Algebra I

Grade Level: 9-12 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** None

Course Description: Students will be able to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. The process of collecting and analyzing data is embedded throughout this course. Appropriate technology and manipulatives will be used regularly for instruction and assessment. Students will be able to judge the meaning, utility, and reasonableness of the results of symbol manipulations, including those carried out by technology.

Geometry

Grade Level: 9-12 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** Algebra I or equivalent

Course Description: This course will help students develop communication skills, enhance reasoning, and make connections within mathematics to other disciplines and the real world. Students will use physical models and appropriate technology to investigate geometric concepts in problem solving situations. In this course, students are engaged in problematic situations in which they form conjectures, determine the validity of these conjectures, and defend their conclusions to classmates. **Required for graduation.**

Bridge to Algebra II

Grade Level: 10-12 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** Algebra I or equivalent
Not a Smart Core Math Course

Course Description: Bridge to Algebra II is intended to: reinforce linear concepts that were previously included in the Algebra I Course; master quadratics and exponential concepts not included within the Arkansas Department of Education Algebra I Curriculum Framework through modeling functions and summarizing, representing, and interpreting data; or introduce higher order concepts to prepare students for success in CCSS-M Algebra II.

Algebra II-Pre AP

Grade Level: 10-11 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** Algebra I

Course Description: In Algebra II-Pre AP, a full year course, students will study linear systems, equations, inequalities, quadratic equations and functions, graphing transformations, matrices, complex numbers, operations of rational expressions, conic sections, rational, exponential, and logarithmic functions. Students will be expected to have attained proficiency from Algebra I in the use of fundamental operations, solving simple equations. Students will participate in the use of technology. This course is fast-paced and offers in-depth problem solving situations.
NOTE: This course is highly recommended for students planning to enter the Advanced Placement Program.

Algebra II

Grade Level: 10-12 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** Algebra I or equivalent

Course Description: Algebra II is designed for students who have successfully completed Algebra I (or its equivalent). Algebra II will build on the basic concepts presented in Algebra I to encourage higher order thinking. Algebra II students will represent and analyze mathematical situations. The students will analyze and apply a variety of methods to model and graph linear and nonlinear equations and inequalities. Students will also use algebraic, graphical, and numerical methods for analysis of quadratic equations and functions and polynomials and rational functions. Exponential functions, logarithmic functions, data analysis, and probability will be explored in Algebra II. Arkansas teachers are responsible for integrating appropriate technology in the course work for Algebra II.

Pre-calculus/Trigonometry

Grade Level: 11-12 **Credit:** 1 Unit **Length:** 1 Year **Prerequisites:** Algebra II and Geometry

Course Description: Pre-Calculus including trigonometry is designed for students who have successfully completed Algebra II and Geometry. Students will use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students will use functions and equations as tools for expressing generalizations. This course will emphasize a study of trigonometric functions and identities as well as applications of right triangle trigonometry and circular functions. Students will be introduced to polar coordinates in this class. Arkansas teachers will be responsible for integrating appropriate technology in the Pre-Calculus curriculum.

Linear Systems & Statistics

Grade Level: 11-12 **Credit:** 1 Unit **Length:** 1 Year
Prerequisites: Algebra I and Algebra II

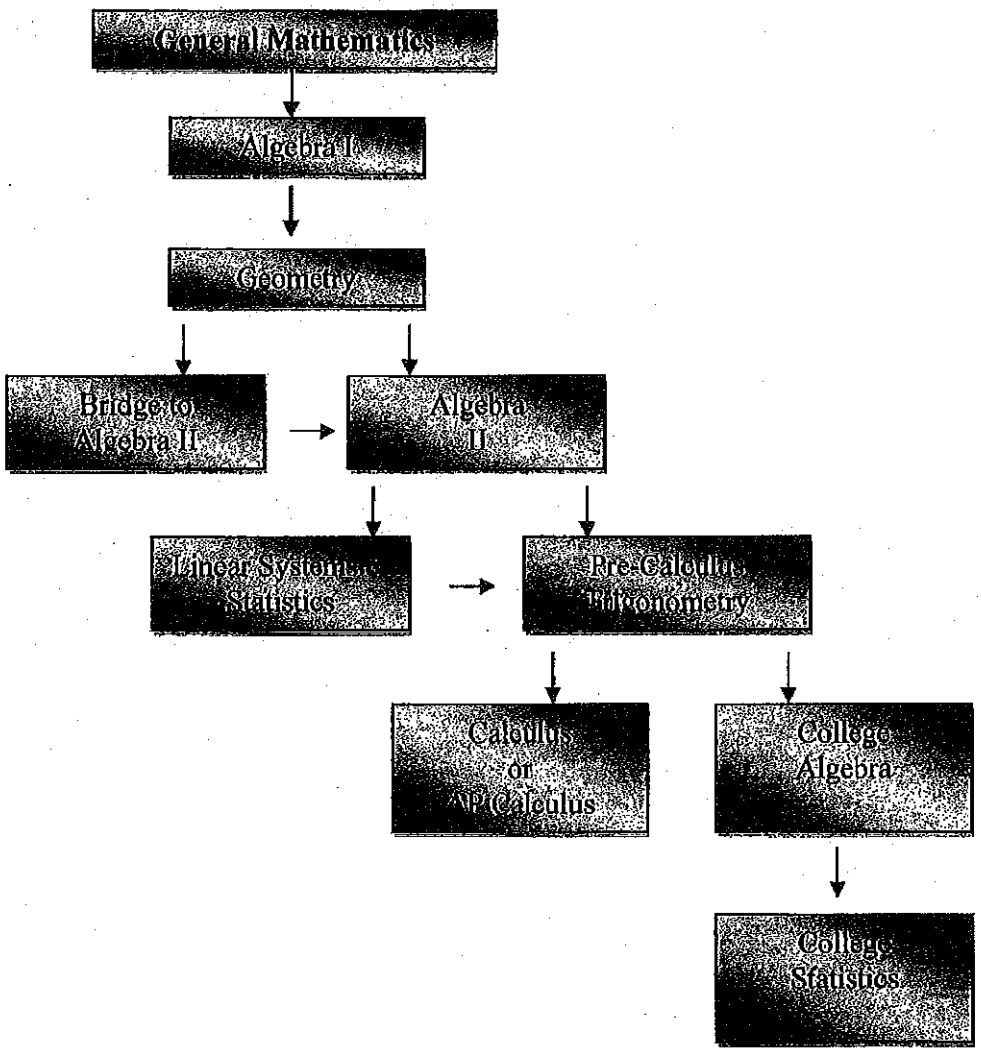
Course Description: Linear Systems and Statistics is a two-semester course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences, or education. Linear Systems and Statistics builds on Common Core State Standards knowledge of probability, randomness, and variability to provide students with an understanding of experimental design, estimation, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying, and analyzing data.

AP Calculus

Grade Level: 11-12 **Credit:** 1 Unit **Length:** 1 Year
Prerequisites: Algebra I and II, Geometry, Pre-Calculus/Trigonometry

Course Description: AP Calculus students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations. Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems. Students should understand the meaning of the definite integral both as a limit of. Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems. Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral. Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions. Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement. Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Course Sequence for Mathematics



Concurrent Classes

English Comp I (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT English 19+, Reading 19+, and proficient on 11th grade Literacy test.

Course Description: This course provides basic instruction in writing and analysis of prose. Typically taught during the fall semester.

English Comp II (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT English 19+, Reading 19+, proficient on 11th grade Literacy test, and Comp I.

Course Description: This course covers writing (rhetoric and mechanics), researching, critical thinking, and an introduction to literature. At least four documented essays are required from among the following types: summary, induction or problem solving, analysis, synthesis, and evaluation. Typically taught during the spring semester.

College Algebra (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT Math 19+, Reading 19+, and Proficient on last EOC test.

Course Description: Topics include quadratic equations and inequalities, polynomial and rational functions, exponential and logarithmic functions, graphing functions, systems of equations, matrices, determinant, and the binomial theorem. A graphing calculator is required. Typically taught during the fall semester.

Probability and Statistics (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT Math 19+, Reading 19+, and Proficient on last EOC test.

Course Description: An introductory course in probability and statistics, including statistical terminology, descriptive data, probabilities, during the spring semester.

Psychology (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT Language 19+, Reading 19+, and Proficient on last EOC test.

Course Description: An introductory course in psychology, including statistical terminology, descriptive data, probabilities, probability distributions, tests of hypotheses, linear regressions, and design of experiments. Typically taught during the spring semester.

Sociology (UAFS)
Grade Level: 12
Credit: 1 Unit, 3 College Hours
Length: ½ Year
Prerequisites: ACT Language 19+, Reading 19+, and Proficient on last EOC test.

Course Description: An introductory course in sociology, including statistical terminology, descriptive data, probabilities, probability distributions, tests of hypotheses, linear regressions, and design of experiments. Typically taught during the spring semester.
probability distributions, tests of hypotheses, linear regressions, and design of experiments. Typically taught

ELEVENTH GRADE

Rev. 8

REQUIRED COURSES:

ENGLISH (Select one):	SOCIAL STUDIES (Select one):
☐ English III (412000)	☐ U.S. History (470000)
☐ AP English III (517030)	☐ AP U.S. History (570020)
SCIENCE (Select one):	☐ World Geography (474600) / Psychology (474400)
☐ Physics in Context (522070)	
☐ Environmental Science (424020)	MATHEMATICS (Select One):
☐ Chemistry (421000)	☐ Algebra II (432000)
☐ AP Biology (520030)	☐ Bridge to Algebra II (439030)
☐ Physics (422000)	☐ Linear Systems and Statistics (439090)
☐ AP Environmental Science (523030)	☐ Pre Calculus/ Trig. (433000)
☐ Anatomy & Physiology (424030)	

ELECTIVES

(Select 4 units and place a letter A next to 2 alternate courses)

Agriculture	Family and Consumer Science
☐ Agri Science & Technology (491150)	☐ Personal Family Finance/Human Relations
☐ Animal Science /Bio Animal Science (491180)	☐ Family & Consumer Science (493080)
☐ Agriculture Metals (491380)	☐ Interior Design/ Clothing Mgmt (493140)
☐ Agriculture Mechanics (491390)	☐ Family Dynamics
☐ Construction Tech/Construction Lab	☐ Child Development (493020) Parenting (493210)
☐ Carpentry	☐ Food and Nutrition (493110) Nutrition and Wellness (493200)
☐ Intro to Horticulture/ Nursery & Landscape	
Business	**Fine Arts**
☐ Computer Business Applications (492120)	☐ Instrumental Music III (band)
☐ Digital Layout and Design (492150) Digital Imaging (492160)	☐ Vocal Music I (Choir) (452000)
	☐ Vocal Music II (Choir) (452030)
☐ Digital Media (492360) Dig. Audio/Video Productions (492370)	☐ AP Music Theory (559010)
	☐ Art I (450000)
Foreign Language	☐ Art II (450020) Art I Prerequisite
☐ Spanish I (440000)	☐ Art History
☐ Spanish II (440020)	☐ Studio 2D/3D Art I Prerequisite
☐ AP Spanish (540030)	☐ Music Theory (459010) ½ unit
Additional Electives	
☐ Journalism (415000)	☐ Drama (416000)
☐ Physical Education (448500)	
☐ Oral Communications (414000) ½ unit	**Athletics**
☐ Community Service (requires admin approval)	(Note: Golf, Baseball and Softball are after school sports and do not need to be scheduled. Schedules will not be shifted for these sports)
☐ Health & Safety (480000)	☐ Boys Football (99981B)
☐ Physical Education (448500)	☐ Girls Volleyball (99981G)
☐ Personal Finance	☐ Boys Basketball (99981B)
☐ ACT Prep	☐ Girls Basketball (99981G)

☐ WATC AM ☐ WATC PM

Student Signature: _____ **Parent Signature:** _____

TWELVTH GRADE

Rev. 6

REQUIRED

English	Mathematics
☐ English IV (413000)	☐ Algebra II (432000)
☐ AP English IV (517040)	☐ Pre Calculus/ Trig. (433000)
☐ College English Comp	☐ AP Calculus (534040)
	☐ College Algebra/Statistics
	☐ Linear Systems and Statistics (439090)

ELECTIVES (Select 6 Units and place a letter A next to 1 alternate course)

Science	Social Studies
☐ Physics in Context (522070)	☐ AP U.S. History (570020)
☐ Chemistry (421000)	☐ World Geography (474600) Psychology (474400)
☐ AP Biology (520030)	
☐ Physics (422000)	☐ U.S. History (470000)
☐ Anatomy & Physiology (424030)	☐ College Psychology/Sociology
☐ AP Environmental Science (523030)	**Family & Consumer Science**
☐ Environmental Science (424020)	
Agriculture	☐ Family & Consumer Science (493080)
☐ Agri Science & Technology (491150)	☐ Family Dynamics (493100)
☐ Agriculture Mechanics (491390)	☐ Personal Family Finance/Human Relations
☐ Animal Science (491180) Biological Animal Science (491200)	☐ Housing and Interior Design (493140) Clothing Management (493030)
☐ Agriculture Metals (491380)	☐ Child Development (493020) Parenting (493210)
☐ Intro to Horticulture/ Nurs. Landscape	
☐ Carpentry	☐ Food and Nutrition (493110) Nutrition and Wellness (493200)
☐ Construction Technology/ Construction Lab	
☐ Construction Electricity	**Fine Arts**
Business	☐ AP Music Theory (559010)
☐ Computer Business Applications (492120)	☐ Instrumental Music IV (band) (551040)
☐ Digital Layout and Design (492150) Digital Imaging (492160)	☐ Vocal Music I (Choir) (452000)
	☐ Vocal Music II (Choir) (452030)
☐ Digital Media (492360) Digital Audio/Video Productions (492370)	☐ Art I (450000)
	☐ Art II (450030)
Foreign Language	☐ Studio 2D (450080) (Art I prerequisite) Studio 3D (450090)
☐ Spanish I (440000)	
☐ Spanish II (440020)	☐ Music Theory (459010)
☐ AP Spanish	☐ Art History
Additional Electives	**Athletics** (Note: Golf, Baseball and Softball are after school sports and do not need to be scheduled. Schedules will not be shifted for these sports.)
☐ Physical Education (1/2 or 1 unit) (485000)	
☐ Oral Communications (1/2 unit) (414000)	☐ Boys Football (99981B)
☐ Health & Safety (1/2 unit) (480000)	☐ Girls Volleyball (99981G)
☐ Drama (416000)	☐ Boys Basketball (99981B)
☐ Journalism	☐ Girls Basketball (99981G)
☐ Community Service (requires admin approval)	
☐ Personal Finance	☐ WATC A.M. ☐ P.M. ☐

Student Signature:_____ Parent Signature:_____

ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

DATE: May 06, 2014

Mr. Brian Golden, Superintendent
Malvern School District
1517 South Main Street
Malvern, AR, 72104

Re: Notice of Probationary Status Appeal Hearing (VIA CERTIFIED AND REGULAR MAIL)

Mr. Golden,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Malvern High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on May 05, 2014.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the Malvern School District who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Malvern School District
2013/2014 School Year

Standards Annual Accreditation Report

Malvern School District

Accreditation Status:

District:	Schools:	ADE Standards Assurance Supervisor:
3004000 - Malvern School District	3004021 - Malvern Elementary School - Cited	John Calaway
Superintendent Brian Golden	3004022 - Malvern Middle School - Accredited	John.Calaway@arkansas.gov
1517 S. Main St	3004023 - Malvern High School - Probationary	Telephone: 501-682-4380
Malvern , AR 72104	3004025 - Wilson Intermediate School - Accredited	Fax: 501-682-4618
501-332-7500		

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
01	202
02	171
03	142
04	166
05	154
06	158
07	151
08	164
09	152
K	227
10	157
11	142
12	166

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
2152	240	40624

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
6.00	4.00	3.00	5.00

ARKANSAS DEPARTMENT OF EDUCATION

Malvern Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Malvern Elementary School

Accreditation Status: Cited

District:

3004000 - Malvern School District

Superintendent Brian Golden

1517 S. Main St

Malvern , AR 72104

501-332-7500

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	3004021	Job Not Certified: CALLAHAN, ARRAH: 970800 Gifted and Talented	ALP Licensure Completion Date: 09/01/2014	Cited

School Details Summary

Student Enrollment

Grade Level	Student Count
01	202
02	171
03	142
04	166
K	227

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
908	60	15596

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.00	1.00	1.00	2.00

ARKANSAS DEPARTMENT OF EDUCATION

Malvern Middle School
2013/14 School Year

Standards Annual Accreditation Report

Malvern Middle School

Accreditation Status: Accredited

District:

3004000 - Malvern School District

Superintendent Brian Golden

1517 S. Main St

Malvern , AR 72104

501-332-7500

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
07	151
08	164

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
315	60	7356

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Malvern High School
2013/14 School Year

Standards Annual Accreditation Report

Malvern High School

Accreditation Status: Probationary

District:

3004000 - Malvern School District

Superintendent Brian Golden

1517 S. Main St

Malvern , AR 72104

501-332-7500

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Secondary Course Offerings	IV	9.03.3	3004023	Required Course(s) missing : Math Electives	Malvern Review Date: 01/23/2014 OSR #138	Probationary
Job Not Certified	X	15.03.3	3004023	Job Not Certified: KORSMEIER, SHELLEY: 7145 Inclusion Tchr (Co-teaching model)	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3004023	Job Not Certified: MCKINNEY, CRISTIANNA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3004023	Job Not Certified: MCKINNEY, CRISTIANNA: 973900 9th Grade Math Portfolio	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3004023	Job Not Certified: DEVANEY, CAMILLE: 430000 Algebra I	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK Army JROTC I (Army JROTC I)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK Army JROTC II (Army JROTC II)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK Army JROTC III (Army JROTC III)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK Army JROTC IV (Army JROTC IV)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK JROTC Health (Army JROTC IV - Health)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK JROTC Physical Education (Army JROTC IV - PE)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK ROTC Drill Team (JROTC Color Guard - No Credit)		
Provisional License	X	15.03.6	3004023	Provisional License: DANIEL JR, PATRICK ROTC Drill Team (JROTC Rifle Team - No Credit)		
Provisional License	X	15.03.6	3004023	Provisional License: DEVANEY, CAMILLE Other Local Credit (Mathematics Lab 9)		
Provisional License	X	15.03.6	3004023	Provisional License: ENGLISH, DONALD Shielded Metal Arc Welding (COTO - Shielded Metal Welding)		

School Details Summary

Student Enrollment

Grade Level	Student Count
09	152
10	157
11	142
12	166

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
617	60	10672

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.00	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Wilson Intermediate School
2013/14 School Year

Standards Annual Accreditation Report

Wilson Intermediate School

Accreditation Status: Accredited

District:

3004000 - Malvern School District

Superintendent Brian Golden

1517 S. Main St

Malvern , AR 72104

501-332-7500

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
05	154
06	158

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
312	60	7000

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Malvern School District
2013/2014 School Year

Standards Annual Override Report

Malvern School District

Accreditation Status:

District:

3004000 - Malvern School District

Superintendent Brian Golden

1517 S. Main St

Malvern , AR 72104

501-332-7500

Schools:

3004021 - Malvern Elementary School - Cited

3004022 - Malvern Middle School - Accredited

3004023 - Malvern High School - Probationary

3004025 - Wilson Intermediate School - Accredited

ADE Standards Assurance Supervisor:

John Calaway

John.Calaway@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Secondary Course Offerings	3004000	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	3004000	Required Course(s) missing : Computer Based Applications			C
15.03.6	X	Provisional License	3004023	Provisional License: DEVANEY, CAMILLE Prep Period (Teacher's Prep Period)			C
15.03.3	X	Job Not Certified	3004023	Job Not Certified: CAMPBELL, GENIA: 493850 ACE Approved Keystone (.5 credit)	ALP Licensure Completion Date: 09/01/2015		C
15.03.3	X	Job Not Certified	3004023	Job Not Certified: ROWDEN, JUSTIN 999810 Football/Basketball/Track (Male Basketball 9 - No Credit)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Algebra I (Algebra I - Inclusion), but DEVANEY, CAMILLE is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Algebra I (Algebra I Block), but DEVANEY, CAMILLE is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Algebra I (Algebra I), but DEVANEY, CAMILLE is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course 9th Grade Math Portfolio (Portfolio Mathematics 9 - IEP), but MCKINNEY, CRISTIANNA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Special Education Mathematics (Mathematics 10 - IEP), but MCKINNEY, CRISTIANNA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Special Education Mathematics (Mathematics 11 - IEP), but MCKINNEY, CRISTIANNA is not Highly Qualified Teacher			C
15.03.3	X	High Qualified Teacher (HQT)	3004023	Highly Qualified Teacher Required for course Special Education Mathematics (Mathematics 12 - IEP), but MCKINNEY, CRISTIANNA is not Highly Qualified Teacher			C
15.03.3	X	Job Not Certified	3004025	Job Not Certified: SCARBROUGH, BARBARA 366110 Language Arts Grade 6 (Literacy 06)	ALP Licensure Completion Date: 09/01/2016		J
15.03.3	X	Job Not Certified	3004025	Job Not Certified: MARTIN, OLIVIA 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	3004025	Job Not Certified: MARTIN, OLIVIA 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016		C
15.03.1	X	Personnel Not Certified	3004021	Personnel Not Certified: Bledsoe, Shelley 200020 Kindergarten Regular (Kindergarten 01)			C
15.03.1	X	Personnel Not Certified	3004021	Personnel Not Certified: MURDOCK, PHYLLIS 7070 Parent Facilitator			J
10.02.5	V	Class Size: Grades 7-12	3004022	Class Athletics/health 8M with teacher ROGERS, RICHARD exceeds maximum class size of 30 with 46 students (Grade range: 7 to 12)			C

10.02.5	V	Total Students: Grades 7-12	3004022	Teacher HALL, BARBARA has more than 150 total students: 171 students			I
10.02.5	V	Total Students: Grades 7-12	3004022	Teacher CHADWICK, NITA has more than 150 total students: 154 students			I
10.02.5	V	Class Size: Grades 7-12	3004023	Class Transitional English with teacher BARNETT, SHIRLEY exceeds maximum class size of 8 with 11 students (Grade range: 7 to 12)			J
10.02.4	V	Class Size: Grades 4-6	3004025	Class Literacy with teacher MCCLOUD, SHANNON exceeds maximum class size of 6 with 10 students (Grade range: 4 to 6)			J
10.02.4	V	Class Size: Grades 4-6	3004025	Class Math with teacher MCCLOUD, SHANNON exceeds maximum class size of 6 with 10 students (Grade range: 4 to 6)			J
10.02.4	V	Class Size: Grades 4-6	3004025	Class Science with teacher MCCLOUD, SHANNON exceeds maximum class size of 6 with 8 students (Grade range: 4 to 6)			J
10.02.4	V	Class Size: Grades 4-6	3004025	Class Social Studies with teacher MCCLOUD, SHANNON exceeds maximum class size of 6 with 8 students (Grade range: 4 to 6)			J
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher Bledsoe, Shelley exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Art K with teacher OZMUN, ADRIA exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Art K with teacher OZMUN, ADRIA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher LEDBETTER, ANGELA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher WILLARD, ANGELA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher OVERTON, CHERYL exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Music Kf with teacher LUNSFORD, JENNIFER exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Music Kf with teacher LUNSFORD, JENNIFER exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher STILES, JULIE exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher CLEMENTS, KAREN exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher COLLIE, KARLA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Music Kf with teacher LOVELADY, KELLEY exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Music Kf with teacher LOVELADY, KELLEY exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher WILLIAMS, KELLEY exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Art K with teacher ELMER, MARY exceeds maximum class size of 20 with 21 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Art K with teacher ELMER, MARY exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher COSTON, PAMELA exceeds maximum class size of 20 with 22 students (Grade range: K)			C
10.02.2	V	Class Size: Kindergarten	3004021	Class Kindergarten 01 with teacher KINDY, SUSAN exceeds maximum class size of 20 with 22 students (Grade range: K)			C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7033 5882 9971. Our records indicate that this item was delivered on 04/29/2014 at 11:00 a.m. in MALVERN, AR 72104. The scanned image of the recipient information is provided below.

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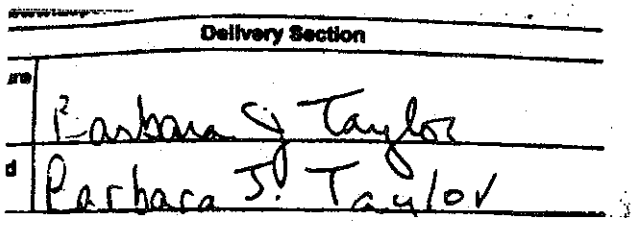

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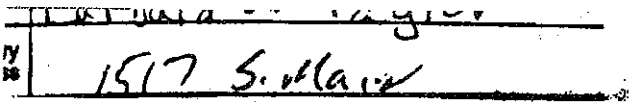

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Annual Accreditation Report | Brian Golden | Malvern | JC

Malvern H. S.

Arkansas Department of Education

Standards Assurance On-Campus Standards Review (OSR) Form

School District Malvern Date 1/23/14 Superintendent Golden Phone Number

Discussion Areas

#39 - Smart Core meeting w/ parents not yet held

#41 - "Education objectives only" statement - not in handbook.

#52 - Alt Remediation statement - not in handbook.

#138 - Teaching only 5 months.

Standards Team

Standards Team

Standards Team

Superintendent

Principal

Jan 23, 2014

Date

10/12/12 mbn

LEA 3004023

Malvern High School

Grade Level 9-12

Item	Standard	Documentation	Evidence
38	Parents, staff, & students are involved in review of Smart Core curriculum policy.	Sign-in sheet and agenda	Item #1 Agenda and sign-in sheets for Smart Core Training
41	Grades assigned to students reflect educational objectives only.	Grading policy includes educational objectives only statement	Item #2 Board Policy 5.15 was sent home and given to parents during parent teacher conferences. The MHS handbook did not have the updated board policy. Parent signatures are included.
52	AIP remediation requirements with retention consequences or loss of credit for failure to participate information are included in student handbook to notify parents.	Board policy and Board approved student handbook (1) (2)	Item #3 Board Policy 5.11 was sent home and given to parents during parent teacher conferences. The MHS handbook did not have the updated policy. Parent signatures are included.
138	2 additional math units as approved by the Arkansas Department of Education. 430001- 439999 Does not include Algebra part I & II or Geometry part I & II	New_Masterscheduled APSCN, COGNOS, eSchool and or Demographics report, class schedules, lesson plans. (2)	A waiver for AP Calculus was not submitted for the 2013-2014 school year to be included as one of the additional math credits. We will add Advanced Topics and Modeling in Mathematics for the 2014-2015 school year.

Pathways — Street Law — Theatre Arts (OK)

38 REQUIRED COURSES CHECKLIST

Marvell H.S. SCHOOL

DATE 01/23/14

Standards Rule 9.03.4 The following courses shall be taught annually for a total of 38 units. (Taught annually = students enrolled)

Revised 07/19/13

Language Arts (6)			Social Studies (4)			Mathematics (6)		
English 9 Hanger	(410000)	1	American History Martin	(470000)	1	Algebra I DeVancy	(430000)	1
English 10 Clayton	(411000)	1	World History Burlington/Goss	(471000)	1	Geometry Bailey	(431000)	1
English 11 Hanger	(412000)	1	½ Civics Goss	(472000)	.5	Algebra II Hood	(432000)	1
English 12 Burris	(413000)	1	½ Economics Johnson	(474300) (Option 1)	.5	PreCalculus Jackson	(433000)	1
Oral Communications Gardner	(414010)	.5	½ Arkansas History	(473000), if not taught in 7-8		Calculus	(434010)	
or ½ Oral Communications (414000) & Nelson ½ Drama	(416000)	.5	Other: WLD Geog Goss		.5	Bridge to Algebra II	(435000)	
Journalism Clayton	(415000)	1	Other: Street Law		.5	Advanced Topics and Modeling in Mathematics	(439050)	
Total:			**Total:**		4	Algebra III	(439070)	
Science (5)			**Career & Technical Education (9) in 3 occupational areas**			Mathematical Applications and Algorithms	(439080)	
Biology Barnett	(420000)	1	Building Trades			Linear Systems and Statistics Mayberry	(439090)	1
Chemistry Handley	(421000)	1	Medical Professions			Other ADE Approved Math:		
Physics Stevenson	(422000)	1	Family Consumer Science Cooper + – Campbell + Rogers +++		5.5	**Total:** 6 MATH ONLY		
Physical Science Bennett	(423000)	1	Agriculture			**Other Required Courses (4 ½)**		
Other Anat/Phys (Barnett)	(423100-429999)	1	Business Parsley +		1	½ Health Reeves	(480000)	.5
Total: Env. Sci. (Flora)		1	Auto Body			Physical Education Plumlee	(485000)	1
Fine Arts (3 ½)			½ Economics	(492280) (Option 2)		Computer Applications (492120) GP Mayberry	(492490 & 492500)	1
Art Shanbaum +	(450000)	1	Other: EAST I, II, III, IV			Foreign Language Valencia	(440000-449010)	1
Instrumental Music Williams I, II, III, IV	(451000)	4	Other: Photo/TV Lavergne +++		4	*Two levels of the same language* Sp I, II		1
Vocal Music Kilman I, II, III, IV	(452000)	4	Other: Theatre I		1	**Total:**		4.5
½ Survey of Fine Arts MT II, III, IV	(453000)	3	**Total:**					
or an Advanced Art or an Advanced Music from 400000 level codes as indicated in the current Course Code Listing on the ADE website. OK								
Total:								

COMMENTS:

AP Lang – Smith (AP Lit)
AP Math – Abbott (Jackson)
AP SS – Burlington (AP World)
AP Sci – AP Biol (Johnson)

(Only 5 math no Latters)

Signature: _____ Signature: _____ Signature: _____

State Report Master Schedule Verification Report

Malvern High School

Teacher: Anderson, Donna Teacher #: 1030

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	494550	1	COTO - Cosmetology I	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	494570	1	COTO - Cosmetology II	2.00	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494560	1	COTO - Cosmetology I Lab	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494570	1	COTO - Cosmetology II	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494550	2	COTO - Cosmetology I	1.00	7	7	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494570	2	COTO - Cosmetology II	2.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494560	2	COTO - Cosmetology I Lab	1.00	7	7	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494570	2	COTO - Cosmetology II	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494550	3	COTO - Cosmetology I	1.00	5	5	5	5	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494570	3	COTO - Cosmetology II	2.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494560	3	COTO - Cosmetology I Lab	1.00	5	5	5	5	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494570	3	COTO - Cosmetology II	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Applegate, Sarah Teacher #: 1431

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	41000Z	1	English 9 Online - ALE	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y
1	41000Z	2	English 9 - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
1	41100Z	1	English 10 Online - ALE	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y
1	41200Z	1	English 11 Online - ALE	1.00	3	3	2	2	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y
1	41200Z	3	English 11 - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
1	41300Z	2	English 12 Online - ALE	1.00	2	2	3	3	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y
1	41300Z	3	English 12 Online - ALE Sem II	0.50	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
7	41200Z	2	English 11 Online - ALE	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y

Teacher: Bailey, Fran **Teacher #: 1100**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	431000	9	Geometry	1.00	11	11	11	11	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	431000	2	Geometry	1.00	23	23	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Geometry

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	431001	1	Geometry *	1.00	16	16	16	16	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	43100G	1	Geometry - GT *	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	431000	7	Geometry	1.00	24	24	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	431000	4	Geometry	1.00	8	8	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	43100I	1	Geometry - Inclusion	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	N
6	430000	6	Algebra I	1.00	6	6	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	431000	1	Geometry	1.00	16	16	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999800	9	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Baker, William **Teacher #: 1028**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	999800	24	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	99982S	1	Girls' Softball - No Credit	0	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Bane, Michael **Teacher #: 1430**

Algebra I

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	42000Z	2	Biology - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
1	42402Z	2	Environmental Science - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
3	42000Z	1	Biology - ALE	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
3	42300Z	1	Physical Science - ALE	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
3	42402Z	1	Environmental Science - ALE	1.00	6	6	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y

Teacher: Barnett, Shirley Teacher #: 1302

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	97154J	1	Transitional Job Skills	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
1	972301	3	Transitional Mathematics 10-12	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
1	972700	2	Transitional Social Studies	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
2	97154L	1	Transitional Life Skills	1.00	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
2	972200	2	Transitional Science	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	972700	3	Transitional Social Studies	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
2	97390C	2	Portfolio Mathematics 9 - S.C.	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
3	972100	2	Transitional English	1.00	11	11	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
3	972100	3	Transitional English 9	1.00	0	0	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
3	972200	3	Transitional Science	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
3	999830	1	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	97154L	3	Transitional Life Skills	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
4	972100	1	Transitional English	1.00	8	8	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
4	972200	4	Transitional Science	1.00	1	1	1	1	48			4 - Multi-Subj Housse	NA	Not Applicable	N		Y	N
4	972301	4	Transitional Mathematics 10-12	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
5A	97154L	2	Transitional Life Skills	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
5A	97210P	1	EOC Literacy 11 Portfolio	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	97154L	4	Transitional Life Skills	1.00	6	6	6	6	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
6	97154J	2	Transitional Job Skills	1.00	6	6	6	6	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
6	972301	2	Transitional Mathematics 10-12	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
6	97390C	1	Portfolio Mathematics 9 - S.C.	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
7	97154J	2	Transitional Job Skills	1.00	6	6	6	6	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
7	972200	1	Transitional Science	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
7	972700	1	Transitional Social Studies	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
8	999800	36	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Bennett, Trent **Teacher #: 1326**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	423000	6	Physical Science	1.00	7	7	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	424030	1	Anatomy and Physiology	1.00	19	19	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	420000	5	Biology	1.00	13	13	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	420000	7	Biology	1.00	17	17	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	423000	8	Physical Science	1.00	20	20	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	420000	4	Biology	1.00	18	18	16	16	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	424030	2	Anatomy and Physiology	1.00	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999800	7	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	420000	6	Biology	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	33	Teacher's Aide - No Credit	0	1	1	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Branum-Kindy, Heather **Teacher #: 1126**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	480000	1	Health	0.50	17	17	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	480000	2	Health	0.50	0	0	11	11	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	480000	3	Health	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	480000	4	Health	0.50	0	0	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Bratton, John **Teacher #: 1039**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	494190	1	COTO - Electrical Systems	1.00	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	494210	1	COTO - Suspension and Steering	1.00	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494190	1	COTO - Electrical Systems	0	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494210	1	COTO - Suspension and Steering	0	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494190	2	COTO - Electrical Systems	1.00	8	8	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494210	2	COTO - Suspension and Steering	1.00	0	0	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494190	2	COTO - Electrical Systems	0	8	8	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494210	2	COTO - Suspension and Steering	0	0	0	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494190	3	COTO - Electrical Systems	1.00	10	10	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494210	3	COTO - Suspension and Steering	1.00	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494190	3	COTO - Electrical Systems	0	10	10	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494210	3	COTO - Suspension and Steering	0	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Teacher: Britt, Carolyn Teacher #: 1113

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	696002	1	Reading/Writing Connections 10	1.00	10	10	11	11	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	999830	38	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	517040	2	AP English Literature	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	51704G	2	AP English Literature - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	999830	42	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	696002	2	Reading/Writing Connections 10	1.00	17	17	17	17	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	999800	3	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	696003	2	Reading/Writing Connections 11	1.00	16	16	16	16	48			6 - Not Applicable	Na	Not Applicable	N		N	N
6	696003	3	Reading/Writing Connections 11	1.00	11	11	10	10	48			6 - Not Applicable	Na	Not Applicable	N		N	N
7	517040	1	AP English Literature	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	51704G	1	AP English Literature	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	696002	3	Reading/Writing Connections 10	1.00	9	9	8	8	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Brunston, Patricia Teacher #: 1305

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	LUNCHA	1	Lunch A	0	317	317	316	316	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
5B	LUNCHB	1	Lunch B	0	296	296	297	297	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Buffington, Sean Teacher #: 1303

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	571020	2	AP World History	1.00	6	6	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	57102G	2	AP World History - GT	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	999800	17	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	471000	3	World History	1.00	19	19	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	571020	1	AP World History	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	57102G	1	AP World History - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	471000	2	World History	1.00	20	20	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	471000	4	World History	1.00	22	22	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	999830	27	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	471000	5	World History	1.00	21	21	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	471000	1	World History	1.00	16	16	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	43	Teacher's Aide - No Credit	0	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Burns, Sarah Teacher #: 1347

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	413000	4	English 12	1.00	17	17	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	41300Z	1	English 12 - ALE	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
2	413000	5	English 12	1.00	17	17	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	41300I	1	English 12 - Inclusion	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
2	41300I	3	CR English 12 - Inclusion Sem 2	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
3	696003	1	Reading/Writing Connections 11	1.00	10	10	10	10	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	999830	40	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	999800	4	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	413000	3	English 12	1.00	27	27	27	27	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	413000	2	English 12	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	413001	2	English 12 - Inclusion	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
7	413000	6	English 12	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	413000	1	English 12	1.00	24	24	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Callahan, Jody **Teacher #: 1274**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	495490	1	COTO - Princ. of Engineering	1.00	0	0	4	4	48									
2	495490	1	COTO - Princ. of Engineering	0	0	0	4	4	48									
3	495490	2	COTO - Princ. of Engineering	1.00	0	0	0	0	48									
4	495490	2	COTO - Princ. of Engineering	0	0	0	0	0	48									
6	495490	3	COTO - Princ. of Engineering	1.00	0	0	7	7	48									
7	495490	3	COTO - Princ. of Engineering	0	0	0	7	7	48									

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	49549L	1	Pre-Engineering Lab	0	0	0	3	3	0			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Campbell, Genia Teacher #: 1192

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	28	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493110	5	Foods	0.50	0	0	17	17	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493850	5	Keystone	0.50	16	16	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493110	6	Foods	0.50	0	0	17	17	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493850	4	Keystone	0.50	15	15	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493850	8	Keystone - Audit	0.50	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	999830	28	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493110	4	Foods	0.50	0	0	23	23	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493850	2	Keystone	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493110	3	Foods	0.50	0	0	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	493850	6	Keystone	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	493110	2	Foods	0.50	0	0	16	16	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	493850	7	Keystone	0.50	10	10	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493110	7	Foods	0.50	0	0	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493850	1	Keystone	0.50	17	17	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	493110	1	Foods	0.50	0	0	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	493110	8	Foods	0.50	22	22	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Clayton, Kathy Teacher #: 1120

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	411001	1	Pre-AP English 10	1.00	8	8	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	41100G	1	Pre-AP English 10 - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
2	411000	3	English 10	1.00	22	22	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	411000	4	English 10	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999800	1	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	411001	2	Pre-AP English 10	1.00	9	9	9	9	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	41100G	2	Pre-AP English 10 - GT	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
6	415000	1	Journalism	1.00	11	11	8	8	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	411000	1	English 10	1.00	11	11	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	41100I	1	English 10 - Inclusion	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
8	411000	2	English 10	1.00	4	4	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	41100I	2	English 10 - Inclusion	1.00	4	4	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N

Teacher: Concurrent Credit Teacher #: 1187

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	514000	1	CC - Oral Communication	1.00	1	1	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	519940	1	CC - Composition I	1.00	4	4	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	519940	2	CC - Composition I	1.00	4	4	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	519940	4	CC - Composition I	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	519940	7	CC - Composition I - GPA Only	0	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	519941	1	CC - Composition II	1.00	0	0	6	6	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	539900	1	CC - College Algebra	1.00	4	4	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	539900	2	CC - College Algebra	1.00	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	539900	3	CC - College Algebra	1.00	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	560900	1	CC - Fundamentals of Info Tech	1.00	2	2	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	560900	2	CC - Fundamentals of Info Tech	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	579900	1	CC - General Psychology	1.00	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	579900	4	CC - General Psychology	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	579900	5	CC - General Psychology	1.00	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	579901	1	CC - Introduction to Sociology	1.00	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
1	579910	1	CC - Civilization thru 16th	1.00	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	579910	2	CC - Civilization thru 16th	1.00	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	579930	1	CC - American Government	1.00	3	3	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	579930	2	CC - American Government	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	999890	1	CC - COTO DEAL Success Seminar	0	12	12	11	11	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	514000	1	CC - Oral Communication	0	1	1	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	519940	1	CC - Composition I	0	4	4	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	519940	2	CC - Composition I	0	4	4	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	519940	4	CC - Composition I	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	519940	7	CC - Composition I - GPA Only	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	519941	1	CC - Composition II	1.00	0	0	6	6	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	539900	1	CC - College Algebra	0	4	4	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	539900	2	CC - College Algebra	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	539900	3	CC - College Algebra	1.00	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	560900	1	CC - Fundamentals of Info Tech	0	2	2	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	560900	2	CC - Fundamentals of Info Tech	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	579900	1	CC - General Psychology	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	579900	4	CC - General Psychology	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	579900	5	CC - General Psychology	1.00	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	579901	1	CC - Introduction to Sociology	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
2	579910	1	CC - Civilization thru 16th	0	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	579910	2	CC - Civilization thru 16th	0	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	579930	1	CC - American Government	0	3	3	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	579930	2	CC - American Government	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	999890	1	CC - COTO DEAL Success Seminar	0	12	12	11	11	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	514000	2	CC - Oral Communication	1.00	2	2	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	519940	3	CC - Composition I	1.00	5	5	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	519940	5	CC - Composition I	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	519940	6	CC - Composition I - GPA Only	0	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	519941	2	CC - Composition II	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	539900	5	CC - College Algebra	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	559000	1	CC - Humanities: Music	1.00	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	560900	3	CC - Fundamentals of Info Tech	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	579900	2	CC - General Psychology	1.00	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579900	3	CC - General Psychology	1.00	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579900	6	CC - General Psychology	1.00	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579901	2	CC - Introduction to Sociology	1.00	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579901	3	CC - Introduction to Sociology	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579901	4	CC - Introduction to Sociology	1.00	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
4	579911	1	CC - Civilization since 16th	1.00	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	999890	2	CC - COTO DEAL Success Seminar	0	9	9	11	11	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	514000	2	CC - Oral Communication	0	2	2	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	519940	3	CC - Composition I	0	5	5	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	519940	5	CC - Composition I	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	519940	6	CC - Composition I - GPA Only	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	519941	2	CC - Composition II	1.00	0	0	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	539900	5	CC - College Algebra	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	559000	1	CC - Humanities: Music	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	560900	3	CC - Fundamentals of Info Tech	1.00	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	579900	2	CC - General Psychology	0	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	579900	3	CC - General Psychology	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	579900	6	CC - General Psychology	1.00	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	579901	2	CC - Introduction to Sociology	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	579901	3	CC - Introduction to Sociology	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	579901	4	CC - Introduction to Sociology	1.00	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N
5A	579911	1	CC - Civilization since 16th	1.00	0	0	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	999890	2	CC - COTO DEAL Success Seminar	0	9	9	11	11	48			6 - Not Applicable	NA	Not Applicable	Y	Ouachita Technical College	N	N

Teacher: Cooper, Courtney Teacher #: 1406

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	23	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493020	3	Child Development	0.50	0	0	22	22	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493200	2	Nutrition and Wellness	0.50	15	15	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493020	4	Child Development	0.50	0	0	14	14	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493200	3	Nutrition and Wellness	0.50	15	15	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493200	4	Nutrition and Wellness	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493210	5	Parenting	0.50	0	0	24	24	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493020	2	Child Development	0.50	22	22	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493210	4	Parenting	0.50	0	0	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	999830	36	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	493020	1	Child Development	0.50	21	21	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	493210	2	Parenting	0.50	0	0	20	20	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493200	5	Nutrition and Wellness	0.50	15	15	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493210	1	Parenting	0.50	0	0	22	22	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999830	26	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	493200	1	Nutrition and Wellness	0.50	18	18	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	493210	3	Parenting	0.50	0	0	20	20	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	23	Teacher's Aide - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Cox, Blair Teacher #: 1247

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	432000	2	Algebra II	1.00	9	9	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	696005	2	Mathematics Lab 11	1.00	9	9	10	10	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	432000	1	Algebra II	1.00	19	19	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999830	37	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Algebra II

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	696005	1	Mathematics Lab 11	1.00	19	19	18	18	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	999830	8	Teacher's Aide - No Credit	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	432000	3	Algebra II	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	696005	3	Mathematics Lab 11	1.00	19	19	19	19	48			6 - Not Applicable	Na	Not Applicable	N		N	N
8	999800	13	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Daniel, Pat **Teacher #: 1410**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	480950	2	Army JROTC IV - Health	1.00	2	2	0	0	48									
1	485950	2	Army JROTC IV - PE	1.00	0	0	2	2	48									
1	495800	4	Army JROTC II	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	495810	2	Army JROTC III	1.00	6	6	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	495890	2	Army JROTC IV	1.00	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	999830	19	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	495790	3	Army JROTC I	1.00	11	11	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	495800	3	Army JROTC II	1.00	9	9	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	480950	1	Army JROTC IV - Health	1.00	1	1	0	0	48									
3	485950	1	Army JROTC IV - PE	1.00	0	0	1	1	48									
3	495810	1	Army JROTC III	1.00	8	8	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	495890	1	Army JROTC IV	1.00	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	999830	18	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495790	2	Army JROTC I	1.00	17	17	17	17	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495800	2	Army JROTC II	1.00	7	7	5	5	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495790	1	Army JROTC I	1.00	14	14	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495800	1	Army JROTC II	1.00	10	10	9	9	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495810	3	Army JROTC III	1.00	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495890	3	Army JROTC IV	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	31	Teacher's Aide - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999870	1	JROTC Color Guard - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999871	1	JROTC Rifle Team - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Derfler, Donnie Teacher #: 1301

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999000	1	Study Hall - No Credit	0	19	19	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: DeVaney, Camille Teacher #: 1424

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	43000B	1	Algebra I Block	1.00	16	16	16	16	48			5 - No						
1	43000I	1	Algebra I - Inclusion	1.00	7	7	7	7	48			5 - No	Na	Not Applicable	N		N	N
2	696004	1	Mathematics Lab 9	1.00	23	23	23	23	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	430000	4	Algebra I	1.00	10	10	8	8	48			5 - No	NA	Not Applicable	N		N	N
3	430100	1	Algebra I-A - CR	1.00	0	0	0	0	0			6 - Not Applicable	Na	Not Applicable	N		N	N
4	430000	3	Algebra I	1.00	23	23	24	24	48			5 - No	NA	Not Applicable	N		N	N
5B	430000	2	Algebra I	1.00	12	12	11	11	48			5 - No	NA	Not Applicable	N		N	N
6	430000	1	Algebra I	1.00	9	9	10	10	48			5 - No	NA	Not Applicable	N		N	N
7	430000	5	Algebra I	1.00	17	17	19	19	48			5 - No	NA	Not Applicable	N		N	N
8	999800	10	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Dingler, Mike Teacher #: 1193

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	494600	1	COTO - Law	1.00	0	0	9	9	48			6 - Not	NA	Not	N		N	N

Algebra I

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
			Enforcement II									Applicable		Applicable				
1	494630	1	COTO - Law Enforcement I	1.00	10	10	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494600	1	COTO - Law Enforcement II	0	0	0	9	9	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494630	1	COTO - Law Enforcement I	0	10	10	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494600	2	COTO - Law Enforcement II	1.00	0	0	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	494630	2	COTO - Law Enforcement I	1.00	11	11	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494600	2	COTO - Law Enforcement II	0	0	0	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	494630	2	COTO - Law Enforcement I	0	11	11	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494600	3	COTO - Law Enforcement II	1.00	0	0	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	494630	3	COTO - Law Enforcement I	1.00	11	11	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494600	3	COTO - Law Enforcement II	0	0	0	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	494630	3	COTO - Law Enforcement I	0	11	11	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: English, Donald Teacher #: 1422

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	495570	1	COTO - Metal Fabrication	1.00	0	0	5	5	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	495580	1	COTO - Shielded Metal Welding	1.00	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	495570	1	COTO - Metal Fabrication	0	0	0	5	5	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	495580	1	COTO - Shielded Metal Welding	0	5	5	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	495570	2	COTO - Metal Fabrication	1.00	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	495580	2	COTO - Shielded Metal Welding	1.00	4	4	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495570	2	COTO - Metal Fabrication	0	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495580	2	COTO - Shielded Metal Welding	0	4	4	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	495570	3	COTO - Metal Fabrication	1.00	0	0	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	495580	3	COTO - Shielded Metal Welding	1.00	7	7	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495570	3	COTO - Metal Fabrication	0	0	0	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495580	3	COTO - Shielded Metal Welding	0	7	7	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Ewing, Paul **Teacher #: 1339**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	470000	5	US History	1.00	26	26	26	26	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Franklin, Glenn **Teacher #: 1425**

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	495480	1	COTO - Intro Engineer Design	1.00	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	495480	1	COTO - Intro Engineer Design	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	495480	2	COTO - Intro Engineer Design	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495480	2	COTO - Intro Engineer Design	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	495480	3	COTO - Intro Engineer Design	1.00	8	8	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495480	3	COTO - Intro Engineer Design	0	8	8	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Freer, Mark **Teacher #: 1206**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	424020	1	Environmental Science	1.00	11	11	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	424020	4	Environmental Science	1.00	15	15	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	424020	2	Environmental Science	1.00	20	20	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	424020	3	Environmental Science	1.00	22	22	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	999800	21	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Gardner, Sheryl **Teacher #: 503**

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	32	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	414000	2	Oral Communication	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	414000	8	Oral Communication	0.50	0	0	21	21	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	559100	1	Theater Arts	1.00	20	20	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	559100	3	Theater Arts	1.00	24	24	23	23	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	414000	1	Oral Communication	0.50	12	12	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	414000	5	Oral Communication	0.50	0	0	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	414000	4	Oral Communication	0.50	22	22	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	414000	6	Oral Communication	0.50	0	0	16	16	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	559100	2	Theater Arts	1.00	15	15	16	16	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	414000	3	Oral Communication	0.50	24	24	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	414000	7	Oral Communication	0.50	0	0	23	23	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	21	Teacher's Aide - No Credit	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Glover, Patricia Teacher #: 1073

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	999821	1	Volleyball 9 No Credit	0	7	7	2	2	48			6 - Not Applicable	Na	Not Applicable	N		N	N
7	99982A	1	Female Basketball 9th - No Credit	0	13	13	11	11	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
8	999822	1	Volleyball 10-12 No credit	0	27	27	36	36	48			6 - Not Applicable	Na	Not Applicable	N		N	N
8	999830	17	Volleyball Manager	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Golden, Jason **Teacher #: 1409**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	560010	7	EAST I	1.00	3	3	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	560020	7	EAST II	1.00	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	560030	7	EAST III	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	560010	6	EAST I	1.00	15	15	14	14	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	560020	6	EAST II	1.00	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	560030	6	EAST III	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	560040	6	EAST IV	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	560010	5	EAST I	1.00	8	8	8	8	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	560020	5	EAST II	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	560030	5	EAST III	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	560040	5	EAST IV	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	560010	4	EAST I	1.00	14	14	15	15	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	560020	4	EAST II	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	560030	4	EAST III	1.00	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	560040	4	EAST IV	1.00	3	3	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	560010	8	EAST I	1.00	7	7	7	7	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5B	560020	8	EAST II	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	696006	1	Yearbook Staff	1.00	9	9	9	9	48			6 - Not Applicable	Na	Not Applicable	N		N	N
7	492240	1	Introduction to Finance	0.50	16	16	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	492270	1	Investments and Securities	0.50	0	0	13	13	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999800	39	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Goss, Rick **Teacher #: 1331**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	472000	5	Civics	0.50	16	16	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	474600	6	World Geography	0.50	0	0	9	9	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	999800	18	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Appliicable	NA	Not Applicable	N		N	N
3	472002	1	Pre-AP Civics	0.50	17	17	0	0	48			3 - Teacher/ Degree/Nbc						
3	47200G	1	Pre-AP Civics - GT	0.50	3	3	0	0	48			3 - Teacher/ Degree/Nbc						
3	474600	8	World Geography	0.50	0	0	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	471000	6	World History	1.00	21	21	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	472000	4	Civics	0.50	23	23	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	474600	4	World Geography	0.50	0	0	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	472002	2	Pre-AP Civics	0.50	16	16	0	0	48			3 - Teacher/ Degree/Nbc						
6	47200G	2	Pre-AP Civics - GT	0.50	4	4	0	0	48			3 - Teacher/ Degree/Nbc						
6	474600	5	World Geography	0.50	0	0	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	472002	3	Pre-AP Civics	0.50	17	17	0	0	48			3 - Teacher/ Degree/Nbc						
7	47200G	3	Pre-AP Civics - GT	0.50	2	2	0	0	48			3 - Teacher/ Degree/Nbc						
7	474600	7	World Geography	0.50	0	0	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	471000	7	World History	1.00	15	15	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Hardin, Leighton **Teacher #: 1311**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999815	1	Baseball - No Credit	0	0	0	7	7	48			6 - Not Applicable	Na	Not Applicable	N		N	N
8	999815	2	Baseball Off-Season - No Credit	0	4	4	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Hauger, Hollie **Teacher #: 1333**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	696001	1	Reading/Writing Connections 9	1.00	23	23	23	23	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	696001	2	Reading/Writing Connections 9	1.00	12	12	11	11	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	412000	7	English 11	1.00	15	15	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	41200I	1	English 11 - Inclusion	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
4	999800	2	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	412000	5	English 11	1.00	21	21	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	410000	3	English 9	1.00	13	13	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	41000I	1	English 9 - Inclusion	1.00	5	5	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
7	412000	8	English 11	1.00	20	20	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	410000	5	English 9	1.00	19	19	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Hendley, Belinda Teacher #: 1279

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	421000	1	Chemistry	1.00	9	9	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	42100G	1	Chemistry - GT	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	421000	5	Chemistry	1.00	13	13	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	42100G	5	Chemistry - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	421000	3	Chemistry	1.00	10	10	9	9	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	42100G	3	Chemistry - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	421000	2	Chemistry	1.00	17	17	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	42100G	2	Chemistry - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999830	3	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	421000	7	Chemistry	1.00	20	20	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	42100G	7	Chemistry - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	999830	4	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	421000	4	Chemistry	1.00	15	15	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	42100G	4	Chemistry - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	999830	25	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999800	14	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	421000	6	Chemistry	1.00	20	20	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	42100G	6	Chemistry - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	2	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Hood, Kayla Teacher #: 1407

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	432000	4	Algebra II	1.00	8	8	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	696005	4	Mathematics Lab 11	1.00	8	8	8	8	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	430000	7	Algebra I	1.00	10	10	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	432000	5	Algebra II	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	696005	5	Mathematics Lab 11	1.00	19	19	19	19	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5A	999830	9	Teacher's Aide - No Credit	0	3	3	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Algebra I
Algebra II

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	432000	6	Algebra II	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	696005	6	Mathematics Lab 11	1.00	19	19	19	19	48			6 - Not Applicable	Na	Not Applicable	N		N	N
8	999800	8	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Jackson, John **Teacher #: 1156**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	433000	3	Pre-Calculus	1.00	19	19	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	43300G	3	Pre-Calculus - GT	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	433000	1	Pre-Calculus	1.00	21	21	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	43300G	1	Pre-Calculus - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	534040	1	AP Calculus A/B	1.00	11	11	11	11	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	53404G	1	AP Calculus A/B - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	433000	2	Pre-Calculus	1.00	20	20	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Pre Calculus

AP Calculus

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	43300G	2	Pre-Calculus - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	433000	4	Pre-Calculus	1.00	22	22	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	43300G	4	Pre-Calculus - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	439090	2	Linear Systems and Statistics	1.00	16	16	16	16	48			3 - Teacher/ Degree/Nbc						
7	439090	1	Linear Systems and Statistics	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc						
8	999800	11	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Jimerson, Marian **Teacher #: 1043**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	479002	1	Street Law	0.50	13	13	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	479002	2	Street Law	0.50	0	0	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	999800	19	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	479002	3	Street Law	0.50	23	23	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Linear Systems + Statistics

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	479002	4	Street Law	0.50	0	0	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	570020	1	AP US History	1.00	10	10	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	57002G	1	AP US History - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	570020	2	AP US History	1.00	10	10	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	57002G	2	AP US History - GT	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	999830	11	Teacher's Aide - No Credit	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	472000	2	Civics	0.50	15	15	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	474600	3	World Geography	0.50	0	0	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	472000	1	Civics	0.50	17	17	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	474600	2	World Geography	0.50	0	0	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	472000	3	Civics	0.50	19	19	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	474600	1	World Geography	0.50	0	0	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	12	Teacher's Aide - No Credit	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	22	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Johnson, Ashley Teacher #: 1348

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	420000	2	Biology	1.00	23	23	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	420001	1	Pre-AP Biology	1.00	9	9	11	11	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	42000G	1	Pre-AP Biology - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	420000	1	Biology	1.00	7	7	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	42000I	1	Biology - Inclusion	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	N
4	420001	3	Pre-AP Biology	1.00	15	15	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	42000G	3	Pre-AP Biology - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	420000	3	Biology	1.00	16	16	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	520030	1	AP Biology	1.00	9	9	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	52003G	1	AP Biology - GT	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	999800	16	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	420001	2	Pre-AP Biology	1.00	14	14	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	42000G	2	Pre-AP Biology - GT	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	496010	1	Community Service Learning	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	13	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Johnson, Dracy Teacher #: 1281

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	47100Z	2	World History - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
1	472000	6	Civics	0.50	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	474300	5	Economics	0.50	1	1	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	99999H	1	Homebound Services	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
2	474300	6	Economics	0.50	1	1	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	47430Z	1	Economics - ALE	0.50	1	1	0	0	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	Y
2	47430Z	5	Economics - ALE	0.50	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	Y
4	47000Z	1	US History - ALE	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
4	47100Z	1	World History - ALE	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
4	47200Z	1	Civics - ALE	0.50	3	3	0	0	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	Y
4	47430Z	2	Economics - ALE	0.50	1	1	0	0	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	Y
4	47430Z	6	Economics - ALE	0.50	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	Y
4	47460Z	1	World Geography - ALE	0.50	0	0	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
5A	470000	6	US History - CR Sem I	0.50	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	47430Z	3	Economics - ALE	0.50	0	0	2	2	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	Y
6	999800	38	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999830	6	Teacher's Aide - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999851	1	Dance Team - No Credit	0	10	10	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Kilmer, Retha **Teacher #: 1119**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	999800	33	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	45200C	1	Concert Choir I	1.00	17	17	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	45204C	1	Concert Choir II	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	45205C	1	Concert Choir III	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	45206C	1	Concert Choir IV	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	999830	30	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	45200A	1	A Cappella Choir I	1.00	5	5	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	45204A	1	A Cappella Choir II	1.00	8	8	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	45205A	1	A Cappella Choir III	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	45206A	1	A.Cappella Choir IV	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	45200B	1	Non-Performance Choir I	1.00	5	5	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	45204B	1	Non-Performance Choir II	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	45205B	1	Non-Performance Choir III	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	45206B	1	Non-Performance Choir IV	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: LaVelle, Candice Teacher #: 1332

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	410000	2	English 9	1.00	19	19	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	410001	3	Pre-AP English 9	1.00	13	13	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	41000G	3	Pre-AP English 9 - GT	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	410000	4	English 9	1.00	23	23	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999800	6	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	410001	2	Pre-AP English 9	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	41000G	2	Pre-AP English 9 - GT	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	410001	1	Pre-AP English 9	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	41000G	1	Pre-AP English 9 - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	410000	1	English 9	1.00	20	20	25	25	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	417010	1	Creative Writing	0.50	0	0	14	14	48			3 - Teacher/ Degree/Nbc						
8	696007	1	ACT Enrichment	0.50	19	19	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
8	999830	34	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: LaVergne, Mary Teacher #: 1147

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	494350	1	Fundamentals of Photography	1.00	14	14	13	13	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	494370	1	Intermediate Photography	1.00	4	4	4	4	48									
2	999830	44	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	493650	1	Intermediate A/V Tech & Film	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493660	1	Advanced A/V Tech & Film	1.00	5	5	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493640	1	Fundamentals of A/V Tech/Film	1.00	12	12	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	494350	2	Fundamentals of Photography	1.00	15	15	14	14	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	560010	2	EAST I	1.00	14	14	14	14	48			6 - Not Applicable	Na	Not Applicable	N		N	N
6	560020	2	EAST II	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	560030	2	EAST III	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	560040	2	EAST IV	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	560010	1	EAST I	1.00	11	11	11	11	48			6 - Not Applicable	Na	Not Applicable	N		N	N
7	560020	1	EAST II	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	560030	1	EAST III	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	560040	1	EAST IV	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999800	43	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Looper, Kathy Teacher #: 1296

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	971550	1	Self-Contained	0	4	4	4	4	48			6 - Not	NA	Not	N		Y	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
			Life Skills									Applicable		Applicable				
2	971550	2	Self-Contained Music	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
3	971550	3	Self-Contained Mathematics	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
4	971550	4	Self-Contained Science	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
5B	971550	5	Self-Contained Social Studies	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
6	971550	6	Self-Contained Life Skills	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
7	971550	7	Self-Contained English	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
8	971550	8	Self-Contained Study Skills	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		Y	N

Teacher: Martin, Jess **Teacher #: 1079**

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	470000	1	US History	1.00	26	26	26	26	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	470000	2	US History	1.00	24	24	26	26	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	470000	4	US History	1.00	25	25	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	999800	25	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999820	1	Female Basketball 10-12 No Credit	0	15	15	15	15	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: McKinney, Cristianna Teacher #: 1321

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	972300	2	Mathematics 10 - IEP	1.00	1	1	2	2	48			5 - No	NA	Not Applicable	N		Y	N
1	972302	1	Mathematics 11 - IEP	1.00	2	2	2	2	48			5 - No	NA	Not Applicable	N		Y	N
1	973900	1	Portfolio Mathematics 9 - IEP	1.00	1	1	1	1	48			5 - No	NA	Not Applicable	N		Y	N
4	972302	2	Mathematics 11 - IEP	1.00	2	2	2	2	48			5 - No	NA	Not Applicable	N		Y	N
5B	972300	1	Mathematics 10 - IEP	1.00	7	7	7	7	48			5 - No	NA	Not Applicable	N		Y	N
6	97230B	1	Mathematics 12 - IEP	1.00	2	2	2	2	48			5 - No	NA	Not Applicable	N		Y	N
6	97230B	3	CR Mathematics 12 - IEP Sem 2	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		Y	N
6	973900	2	Portfolio Mathematics 9 - IEP	1.00	1	1	1	1	48			5 - No	NA	Not Applicable	N		Y	N
6	999830	29	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	97230B	2	Mathematics 12 - IEP	1.00	3	3	3	3	48			5 - No	NA	Not Applicable	N		Y	N
8	999800	37	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Teacher: Meseke, Chris Teacher #: 1417

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	43100Z	2	Geometry - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
2	43000Z	1	Algebra I - ALE	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
2	43100Z	1	Geometry - ALE	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
2	43200Z	1	Algebra II - ALE	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	Y
8	999814	1	Male Basketball 10-12 - No Credit	0	18	18	19	19	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Moser, Ashley Teacher #: 1338

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	411000	7	English 10	1.00	23	23	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	411000	6	English 10	1.00	22	22	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	411000	5	English 10	1.00	20	20	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	411000	8	English 10	1.00	6	6	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Teacher: Nelson, Ashley Teacher #: 1249

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	410000	6	CR English 9 Sem 2	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	412000	4	English 11	1.00	11	11	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	412000	1	English 11	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	517030	1	AP English Language	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	51703G	1	AP English Language - GT	1.00	3	3	3	3	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999800	5	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	412000	2	English 11	1.00	18	18	18	18	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	41200I	2	English 11 - Inclusion	1.00	2	2	2	2	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		Y	N
6	412000	3	English 11	1.00	12	12	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	517030	2	AP English Language	1.00	10	10	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	51703G	2	AP English Language - GT	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	416000	1	Drama	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	416000	2	Drama	0.50	0	0	14	14	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999830	16	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Nishiuchi, Tai Teacher #: 1362

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	470000	3	US History	1.00	23	23	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	999800	27	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	474300	1	Economics	0.50	25	25	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	474300	2	Economics	0.50	0	0	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	474300	3	Economics	0.50	23	23	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	474300	4	Economics	0.50	0	0	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Owens, Kathleen Teacher #: 1351

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	971000	1	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
2	971000	2	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
3	49212Z	1	Computer Business Apps - ALE	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
3	971000	3	Alternative Education	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
4	49212Z	3	Computer Business Apps Sem 2 - ALE	0.50	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
4	971000	4	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
5A	971000	5	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
5B	971000	6	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
6	971000	7	Alternative Education	0	3	3	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
7	49212Z	2	Computer Business Apps - ALE	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
7	971000	8	Alternative Education	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
8	496011	1	Service Learning I - ALE	1.00	8	8	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
8	496012	1	Service Learning II - ALE	1.00	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
8	496013	1	Service Learning III - ALE	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
8	496014	1	Service Learning IV - ALE	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	971000	9	Alternative Education	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y

Teacher: Parsley, Marsha Teacher #: 1026

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	492120	3	Computer Business Applications	1.00	13	13	10	10	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
1	492120	8	CR Computer Business Applications Sem 2	0.50	0	0	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
2	492120	7	Computer Business Applications	1.00	15	15	14	14	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
3	492120	5	Computer Business Applications	1.00	14	14	16	16	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
4	492120	4	Computer Business Applications	1.00	18	18	18	18	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
5A	492120	2	Computer Business Applications	1.00	19	19	18	18	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
6	492320	1	Management	1.00	20	20	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	492120	1	Computer Business Applications	1.00	17	17	19	19	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
8	999800	40	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Petty, Cathy Teacher #: 1194

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	495280	7	COTO - Pharmacy Tech Fundmntls	1.00	10	10	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
1	495330	1	COTO - Medical Procedures	0.50	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	495280	7	COTO - Pharmacy Tech Fundmntls	1.00	10	10	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
2	495390	1	COTO - Medical Procedures Exp	0.50	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	495280	5	COTO - Pharmacy Tech Fundmntls	1.00	7	7	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
3	495330	2	COTO - Medical Procedures	0.50	0	0	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	495280	5	COTO - Pharmacy Tech Fundmntls	1.00	7	7	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
4	495390	2	COTO - Medical Procedures Exp	0.50	0	0	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	495280	6	COTO - Pharmacy Tech Fundmntls	1.00	11	11	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
6	495330	3	COTO - Medical Procedures	0.50	0	0	11	11	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	495280	6	COTO - Pharmacy Tech Fundmntls	1.00	11	11	0	0	48	000000		6 - Not Applicable	NA	Not Applicable	N		N	N
7	495390	3	COTO - Medical Procedures Exp	0.50	0	0	11	11	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Plumlee, Jon-David Teacher #: 1408

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	485010	5	Personal Fitness for Life	0.50	22	22	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
3	485010	6	Personal Fitness for Life	0.50	0	0	34	34	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	485000	1	Physical Education and Leisure	1.00	24	24	23	23	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	485010	7	Personal Fitness for Life	0.50	15	15	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
5B	485010	8	Personal Fitness for Life	0.50	0	0	32	32	48			6 - Not Applicable	Na	Not Applicable	N		N	N
7	999800	22	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Reeves, Marvin Teacher #: 1001

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	485010	1	Personal Fitness for Life	0.50	15	15	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
1	485010	2	Personal Fitness for Life	0.50	0	0	25	25	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	485010	3	Personal Fitness for Life	0.50	25	25	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	N
2	485010	4	Personal Fitness for Life	0.50	0	0	34	34	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	480000	5	Health	0.50	12	12	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	480000	6	Health	0.50	0	0	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	480000	7	Health	0.50	22	22	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	480000	8	Health	0.50	0	0	24	24	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	999800	20	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Roberts, Rebecca Teacher #: 1220

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	493780	1	JAG Multi-Year I	1.00	10	10	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	493790	1	JAG Multi-Year II	1.00	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	493800	3	JAG Work-Based Learning	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493780	2	JAG Multi-Year I	1.00	10	10	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493790	2	JAG Multi-Year II	1.00	3	3	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	493800	4	JAG Work-Based Learning	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493780	3	JAG Multi-Year I	1.00	8	8	9	9	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493790	3	JAG Multi-Year II	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493780	4	JAG Multi-Year I	1.00	11	11	11	11	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493790	4	JAG Multi-Year II	1.00	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493800	5	JAG Work-Based Learning	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493800	6	JAG Work-Based Learning	1.00	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	493800	2	JAG Work-Based Learning	1.00	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	493800	1	JAG Work-Based Learning	1.00	15	15	15	15	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Rogers, Ann Teacher #: 1184

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999832	3	Library Worker - No Credit	.0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	999832	2	Library Worker - No Credit	0	0	.0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	999832	8	Library Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	999832	1	Library Worker - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	999832	4	Library Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	999832	7	Library Worker - No Credit	.0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	999832	9	Library Worker - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999832	5	Library Worker - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999832	6	Library Worker - No Credit	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Rogers, Jacqueline Teacher #: 1108

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	29	Teacher's Prep	0	0	0	0	0	48			6 - Not	NA	Not	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
			Period									Applicable		Applicable				
2	493080	2	Family and Consumer Sciences	1.00	18	18	18	18	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	493080	4	Family and Consumer Sciences	1.00	15	15	14	14	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	493080	1	Family and Consumer Sciences	1.00	19	19	19	19	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493140	1	Housing and Interior Design	0.50	0	0	14	14	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	493190	1	Personal and Family Finance	0.50	23	23	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	999830	35	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	493240	1	Orientation to Teaching	1.00	7	7	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493140	2	Housing and Interior Design	0.50	0	0	21	21	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	493190	2	Personal and Family Finance	0.50	20	20	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999850	1	Cheer Team - No Credit	0	15	15	15	15	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Rogers, Richard Teacher #: 1320

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
7	999800	45	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999811	1	Football 9 - No Credit	0	2	2	2	2	48			6 - Not Applicable	Na	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	99981B	1	Male Athletics 9 - No Credit	0	25	25	25	25	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Rowden, Justin Teacher #: 1415

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999813	1	Male Basketball 9 - No Credit	0	4	4	4	4	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Russell, Dawn Teacher #: 1116

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	970130	2	Remediation - Literacy	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	970130	6	Remediation - Literacy	0	0	0	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	97013B	2	Remediation - Biology	0	6	6	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	97013B	6	Remediation - Biology	0	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	97013M	2	Remediation - Mathematics	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	97013M	6	Remediation - Mathematics	0	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	970130	3	Remediation - Literacy	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	970130	7	Remediation - Literacy	0	0	0	6	6	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	97013B	3	Remediation - Biology	0	11	11	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
2	97013B	7	Remediation - Biology	0	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	97013M	3	Remediation - Mathematics	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	97013M	7	Remediation - Mathematics	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	970190	1	Credit Recovery	0	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N
3	970130	4	Remediation - Literacy	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	970130	8	Remediation - Literacy	0	0	0	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	97013B	4	Remediation - Biology	0	13	13	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	97013B	8	Remediation - Biology	0	0	0	12	12	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	97013M	4	Remediation - Mathematics	0	3	3	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	97013M	8	Remediation - Mathematics	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	970130	1	Remediation - Literacy	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	970130	5	Remediation - Literacy	0	0	0	9	9	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	97013B	9	Remediation - Biology	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	97013B	10	Remediation - Biology	0	0	0	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	97013M	1	Remediation - Mathematics	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	97013M	5	Remediation - Mathematics	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	970190	2	Credit Recovery	0	0	0	1	1	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Scarbrough, Michael Teacher #: 1065

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
8	999812	1	Football 10-12 - No Credit	0	48	48	48	48	48			6 - Not Applicable	Na	Not Applicable	N		N	N

Teacher: Sherbert, Carrie Teacher #: 1122

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999800	34	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	450000	3	Art I	1.00	22	22	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	450030	1	Art II	1.00	9	9	9	9	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	450040	1	Art III	1.00	9	9	8	8	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	450050	1	Art IV	1.00	7	7	7	7	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	45006Z	1	Art History - ALE	0.50	1	1	0	0	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	Y
5B	450000	4	Art I	1.00	16	16	16	16	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	450000	2	Art I	1.00	22	22	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	450000	1	Art I	1.00	23	23	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	450030	2	Art II	1.00	18	18	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	7	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Shnaekel, Jennifer Teacher #: 1148

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999831	9	Office Worker - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	99999R	7	Hardship Release	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
1	99999Y	1	Arkansas Youth Challenge	0	3	3	3	3	0			6 - Not Applicable	Na	Not Applicable	N		N	N
2	999831	8	Office Worker - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	999831	3	Office Worker - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	999831	6	Office Worker - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	99999R	1	Hardship Release	0	1	1	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	999831	2	Office Worker - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	99999R	2	Hardship Release	0	2	2	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	999831	7	Office Worker - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	99999R	3	Hardship Release	0	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	999831	5	Office Worker - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	99999R	4	Hardship Release	0	3	3	3	3	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999831	1	Office Worker - No Credit	0	1	1	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	99999R	5	Hardship Release	0	3	3	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999831	4	Office Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	99999R	6	Hardship Release	0	4	4	4	4	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Spidaliere, John Teacher #: 1433

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	47430Z	4	Economics Online - ALE	0.50	0	0	0	0	48			3 - Teacher/ Degree/Nbc	WB	Other	N		N	Y

Teacher: Staff Teacher #: 0

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	41100Z	2	English 10 Online - ALE Sem II	0.50	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y

State Report Master Schedule Verification Report

Malvern High School

Period Start MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	ISSMATH	1	ISS Math	0	0	0	0	0	48									

Teacher: Stevenson, John Teacher #: 1405

Period Start MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	423000	2	Physical Science	1.00	11	11	9	9	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	423000	4	Physical Science	1.00	20	20	20	20	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	423001	2	Pre-AP Physical Science	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	42300G	2	Pre-AP Physical Science - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	423001	1	Pre-AP Physical Science	1.00	21	21	21	21	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	42300G	1	Pre-AP Physical Science - GT	1.00	0	0	0	0	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	422000	1	Physics	1.00	19	19	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	42200G	1	Physics - GT	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5A	999830	5	Teacher's Aide - No Credit	0	1	1	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	423000	3	Physical Science	1.00	22	22	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	999800	15	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	423000	1	Physical Science	1.00	16	16	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	32	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Turner, Sharon Teacher #: 1313

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	431000	5	Geometry	1.00	12	12	11	11	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
2	43000B	2	Algebra I Block	1.00	21	21	21	21	48			3 - Teacher/ Degree/Nbc						
2	43000I	2	Algebra I - Inclusion	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	Na	Not Applicable	N		N	N
3	696004	2	Mathematics Lab 9	1.00	25	25	25	25	48			6 - Not Applicable	Na	Not Applicable	N		N	N
4	431000	3	Geometry	1.00	21	21	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
5B	431001	2	Geometry *	1.00	13	13	13	13	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Algebra I
Geometry

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5B	43100G	2	Geometry - GT *	1.00	5	5	5	5	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	431000	8	Geometry	1.00	16	16	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	431000	6	Geometry	1.00	15	15	15	15	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999800	12	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Valencia, Lori Teacher #: 1209

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	440000	3	Spanish I	1.00	20	20	19	19	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	540030	4	Pre-AP Spanish III - Ind. Study	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	999830	24	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	999800	31	Teacher's Prep Period	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	440021	2	Spanish II - Ind. Study	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	540030	2	Pre-AP Spanish III	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
3	999830	41	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
4	440021	3	Spanish II - Ind. Study	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	540030	3	Pre-AP Spanish III - Ind. Study	1.00	1	1	1	1	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	540070	1	AP Spanish Language	1.00	6	6	6	6	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
4	999830	39	Teacher's Aide - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	440000	2	Spanish I	1.00	23	23	22	22	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	440021	1	Spanish II - Ind. Study	1.00	4	4	4	4	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	540030	1	Pre-AP Spanish III	1.00	10	10	10	10	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
6	999830	15	Teacher's Aide - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	440020	1	Spanish II	1.00	17	17	17	17	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
7	999830	10	Teacher's Aide - No Credit	0	2	2	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	440000	1	Spanish I	1.00	24	24	24	24	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
8	999830	14	Teacher's Aide - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Teacher: Ware, John Teacher #: 1151

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
5A	49378Z	1	JAG - ALE	1.00	7	7	8	8	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
5B	49378Z	2	JAG - ALE	1.00	7	7	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
7	48000Z	1	Health - ALE	0.50	0	0	7	7	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
7	48501Z	1	Personal Fitness - ALE	0.50	7	7	0	0	48			6 - Not Applicable	Na	Not Applicable	N		N	Y
8	49380Z	1	JAG Work-Based Learning - ALE	1.00	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y

Teacher: Williams, Jonathan Teacher #: 1159

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	999833	6	Guidance Worker - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
2	999833	7	Guidance Worker - No Credit	0	4	4	2	2	48			6 - Not Applicable	NA	Not Applicable	N		N	N
3	999833	5	Guidance Worker - No Credit	0	0	0	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	N
4	999833	1	Guidance Worker - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5A	999833	9	Guidance Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
5B	999833	3	Guidance Worker - No Credit	0	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
6	496010	2	Community Service Learning	0.50	0	0	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

State Report Master Schedule Verification Report

Malvern High School

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	999833	8	Guidance Worker - No Credit	0	1	1	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
7	999833	2	Guidance Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N
8	999833	4	Guidance Worker - No Credit	0	2	2	1	1	48			6 - Not Applicable	NA	Not Applicable	N		N	N

Teacher: Williams, Ken Teacher #: 1029

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
1	451000	1	Instrumental Music I	1.00	33	33	32	32	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	451040	1	Instrumental Music II	1.00	17	17	16	16	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	451050	1	Instrumental Music III	1.00	23	23	23	23	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N
1	451060	1	Instrumental Music IV	1.00	14	14	14	14	48			3 - Teacher/ Degree/Nbc	NA	Not Applicable	N		N	N

Teacher: Wright, Gloria Teacher #: 1284

Period Start - MS	Course	Course Section	Course Name	Credit	MP 1 Count	MP 2 Count	MP 3 Count	MP 4 Count	Course Minutes	Job Code	Vocational Center	HQT	Distance Learning	DL Provider	College Credit	Institution	SP ED	ALE
6	49302Z	1	Child Development - ALE	0.50	0	0	10	10	48			6 - Not Applicable	NA	Not Applicable	N		N	Y
6	49319Z	1	Personal/Family Finance - ALE	0.50	9	9	0	0	48			6 - Not Applicable	NA	Not Applicable	N		N	Y

MALVERN SCHOOL DISTRICT
Home of the Leopards
"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden
Superintendent of Schools

1517 SOUTH MAIN STREET
MALVERN, ARKANSAS 72104
501-332-7500, FAX: 501-332-7501

Janet Blair
Assistant Superintendent
Joseph Cook
Assistant Superintendent

Date: October 15, 2013

To: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

From: Janet Blair, Assistant Superintendent

RE: Statement of Assurance pursuant to Ark. Code Ann. §6-15-202 for 2013-2014

Please find attached the approved and signed Statement of Assurance for the Malvern School District for the 2013-2014 school year.

RECEIVED
OCT 15 2013
STANDARDS
ASSURANCE

DISTRICT LEA# 3004000

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Malvern School District in Hot Spring County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Malvern School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

DISTRICT LEA# 3004000

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: Vonda Crawford Date: Oct 14, 2013

Superintendent's Signature: Brian Golden Date: 10/14/13

Superintendent's Name (printed): Brian Golden

District Contact Person (Name/title): Janet Blair

Phone # 501-332-7500 E-mail Address: jblair@malvernleopards.org

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

RECEIVED
COMMISSIONER'S OFFICE
MAY 5 - 2014
DEPARTMENT OF EDUCATION

MALVERN SCHOOL DISTRICT
Home of the Leopards
"Where PASSION, PRIDE, & EXCELLENCE are expected."

Brian Golden
Superintendent of Schools

1517 SOUTH MAIN STREET
MALVERN, ARKANSAS 72104
501-332-7500, FAX: 501-332-7501

Janet Blair
Assistant Superintendent
Joe Cook
Assistant Superintendent

To: Dr. Tom Kimbrell, Commissioner

From: Brian Golden, Superintendent

RE: Written Appeal of Accreditation Status for Malvern High School (9.03.3 Math)

Date: May 1, 2014

The Malvern School District is requesting an appeal for the accreditation status of Malvern High School for the 2013-2014 school year. Malvern High School has been placed on probationary status under rule 9.03.3 secondary course offerings as a result of an on-site review (OSR) visit on January 23, 2014. The team found the high school to be in violation because we were not teaching six (6) math courses.

The high school offered: Algebra I, Geometry, Algebra II, Pre- Calculus, Linear Systems, and AP Calculus. It was our intent to use AP Calculus as one of the six (6) required math courses.

We failed to send in the required documentation that would allow an Advanced Placement Course to meet the standards for accreditation required math offerings.

The Advanced Placement Calculus teacher is qualified to teach AP Calculus and the district teaches all other courses in the required thirty-eight (38). The district also offers College Algebra through College of the Ouachitas at no cost to the students. There were nine (9) students enrolled in this course this past school year.

Please let us know if more information will be needed and when we can expect to go before the State Board of Education.

Sincerely,

Brian Golden, Superintendent

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

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

An Equal Opportunity Employer

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 15, 2014

Dr. Benny Gooden, Superintendent
Fort Smith School District
3205 Jenny Lind
Fort Smith, AR, 72902

Re: Notice of Probationary Status Appeal Hearing
(VIA CERTIFIED AND REGULAR MAIL)

Dr. Gooden,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

Spradling Elementary School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 15, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **Fort Smith School District** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Fort Smith School District
2013/2014 School Year

Standards Annual Accreditation Report

Fort Smith School District

Accreditation Status:

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

Schools:

6601001 - Ballman Elementary School - Accredited

6601002 - Barling Elementary School - Accredited

6601003 - Beard Elementary School - Accredited

6601006 - Bonneville Elementary School - Accredited

6601007 - Carnall Elementary School - Accredited

6601008 - Cavanaugh Elementary School - Accredited

6601010 - Fairview Elementary School - Accredited

6601011 - Howard Elementary School - Accredited

6601012 - Raymond F. Orr Elem. School - Accredited

6601014 - Albert Pike Elementary School - Accredited

6601016 - Spradling Elementary School - Probationary

6601017 - Sunnymede Elementary School - Accredited

6601018 - Sutton Elementary School - Accredited

6601019 - Trusty Elementary School - Accredited

6601020 - L. A. Chaffin Jr. High School - Accredited

6601021 - William O. Darby Jr. High Sch. - Accredited

6601022 - Dora Kimmons Jr. High School - Accredited

6601023 - Ramsey Junior High School - Accredited

6601024 - Northside High School - Accredited

6601025 - Southside High School - Cited

6601029 - John P. Woods Elem. School - Accredited

6601030 - Harry C. Morrison Elem. School - Cited

6601031 - Elmer H. Cook Elem. School - Accredited

6601032 - Tilles Elementary School - Cited

6601033 - Euper Lane Elementary School - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601000	Job Not Certified: WELSCH, ANGELA: 3040 Special Education Supervisor	ALP Licensure Completion Date: 09/01/2016	

District Details Summary

Student Enrollment

Grade Level	Student Count
01	986
02	838
03	749
04	967
05	787
06	854
07	1069
08	1156

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
14313	1560	270625

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
39.70	26.00	23.00	28.00

09	1060
K	934
10	1103
11	1123
12	958

ARKANSAS DEPARTMENT OF EDUCATION

Ballman Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Ballman Elementary School

Accreditation Status: Accredited

District:
6601000 - Fort Smith School District
Superintendent Benny Gooden
P.o. Box 1948
Fort Smith , AR 72902
479-785-2501

ADE Standards Assurance Supervisor:
Timothy Barnes
Timothy.Barnes@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	53
02	39
03	42
04	49
05	54
06	49
K	57

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
343	60	7412

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.90	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Barling Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Barling Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	68
03	50
04	54
05	50
06	54
K	77

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
403	60	10312

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Beard Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Beard Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	52
02	31
03	49
04	46
05	38
06	46
K	42

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
304	60	8970

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.90	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Bonneville Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Bonneville Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	50
03	51
04	52
05	49
06	47
K	62

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
361	60	8221

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.90	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Carnall Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Carnall Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	59
02	53
03	51
04	37
05	48
06	25
K	42

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
315	60	9066

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.90	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Cavanaugh Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Cavanaugh Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	51
02	28
03	30
04	44
05	31
06	33
K	44

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
261	60	7659

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.70	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Fairview Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Fairview Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601010	Job Not Certified: BURNETT, MICHELLE: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601010	Job Not Certified: BURNETT, MICHELLE: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	99
02	99
03	89
04	84
05	80
06	80
K	93

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
624	60	19385

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.30	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Howard Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Howard Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	48
03	50
04	44
05	56
06	47
K	58

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
353	60	11056

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Raymond F. Orr Elem. School
2013/14 School Year

Standards Annual Accreditation Report

Raymond F. Orr Elem. School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Provisional License	X	15.03.6	6601012	Provisional License: LOUGHMILLER, CINDY Consulting/Indirect Spec. Educ. Tchr		

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	44
03	49
04	51
05	57
06	57
K	59

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
367	60	8371

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Albert Pike Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Albert Pike Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601014	Job Not Certified: BURNETT, MICHELLE: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601014	Job Not Certified: BURNETT, MICHELLE: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	98
02	76
03	79
04	57
05	56
06	54
K	84

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
504	60	9494

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.30	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Spradling Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Spradling Elementary School

Accreditation Status: Probationary

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601016	Job Not Certified: PETTIGREW, GARY 355710 Social Studies Grade 5 (Soc St Grade 5)	Teacher was teaching out of area. Teacher is in non-traditional program and can't be placed on an ALP.	Probationary
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Language Arts Grade 5 (Writing Grade 5)		
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Mathematics Grade 5 (Math Grade 5)		
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Prep Period (Teacher Prep Hr)		

School Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	50
03	50
04	50
05	61
06	62
K	80

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
427	60	8174

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.20	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Sunnymede Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Sunnymede Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601017	Job Not Certified: BURNETT, MICHELLE: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601017	Job Not Certified: BURNETT, MICHELLE: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment

Grade Level	Student Count
01	97
02	75
03	93
04	83
05	84
06	84
K	117

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
633	60	10909

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.60	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Sutton Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Sutton Elementary School

Accreditation Status: Accredited

District:

6801000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	73
02	73
03	73
04	73
05	57
06	55
K	80

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
484	60	9347

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.40	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Trusty Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Trusty Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	50
02	50
03	45
04	48
05	50
06	49
K	61

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
353	60	5958

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

L. A. Chaffin Jr. High School
2013/14 School Year

Standards Annual Accreditation Report

L. A. Chaffin Jr. High School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Provisional License	X	15.03.6	6601020	Provisional License: CROMER, SUE Misc. Non Academic Activity/Assignment (Misc Na Assign)		
Provisional License	X	15.03.6	6601020	Provisional License: CROMER, SUE Student Activities (Supervisor)		

School Details Summary

Student Enrollment

Grade Level	Student Count
07	290
08	304
09	275

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
869	60	9628

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.20	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

William O. Darby Jr. High Sch.
2013/14 School Year

Standards Annual Accreditation Report

William O. Darby Jr. High Sch.

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
07	191
08	209
09	208

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
608	60	6003

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.20	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Dora Kimmons Jr. High School
2013/14 School Year

Standards Annual Accreditation Report

Dora Kimmons Jr. High School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
07	270
08	306
09	292

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
868	60	8640

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.20	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Ramsey Junior High School
2013/14 School Year

Standards Annual Accreditation Report

Ramsey Junior High School

Accreditation Status: Accredited

District:
6601000 - Fort Smith School District
Superintendent Benny Gooden
P.o. Box 1948
Fort Smith , AR 72902
479-785-2501

ADE Standards Assurance Supervisor:
Timothy Barnes
Timothy.Barnes@arkansas.gov
Telephone: 501-682-4380
Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Provisional License	X	15.03.6	6601023	Provisional License: CROMER, SUE Prep Period (Teacher Prep Hr)		
Provisional License	X	15.03.6	6601023	Provisional License: CROMER, SUE Student Activities (Supervisor)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Inclusion Tchr (Co-teaching model)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Prep Period (Teacher Prep Hr)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Special Education Resource Services (9 Math)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Special Education Social Studies (7 Ark History)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Special Education Social Studies (8 Soc Studies)		
Provisional License	X	15.03.6	6601023	Provisional License: DOBBS, DENISE Special Education Social Studies (9 Civics/Gov)		

School Details Summary

Student Enrollment

Grade Level	Student Count
07	315
08	328
09	264

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
907	60	10516

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
2.40	1.00	2.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Northside High School
2013/14 School Year

Standards Annual Accreditation Report

Northside High School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601024	Job Not Certified: CURRY, FELIX: 7145 Inclusion Tchr (Co-teaching model)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601024	Job Not Certified: CURRY, FELIX: 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601024	Job Not Certified: EDWARDS, KELLY: 470000 American History	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601024	Job Not Certified: EDWARDS, KELLY: 471000 World History	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6601024	Job Not Certified: EDWARDS, KELLY: 472100 Civics (1 credit)	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	6601024	Provisional License: CARMACK, R Carpentry (Carpentry)		
Provisional License	X	15.03.6	6601024	Provisional License: CARMACK, R Construction Fundamentals (Const Fundament)		
Provisional License	X	15.03.6	6601024	Provisional License: CARMACK, R Plumbing (Plumbing)		
Provisional License	X	15.03.6	6601024	Provisional License: CARMACK, R Prep Period (Teacher Prep Hr)		
Provisional License	X	15.03.6	6601024	Provisional License: CARTER, ROBERT Furniture Manufacturing I (Furn Mfg I 1hr)		
Provisional License	X	15.03.6	6601024	Provisional License: CARTER, ROBERT Furniture Manufacturing Lab (Furn II)		
Provisional License	X	15.03.6	6601024	Provisional License: CARTER, ROBERT Prep Period (Teacher Prep Hr)		
Provisional License	X	15.03.6	6601024	Provisional License: FRY, SEANE Army JROTC I (Army JROTC I)		
Provisional License	X	15.03.6	6601024	Provisional License: FRY, SEANE Army JROTC III (Army JROTC III)		
Provisional License	X	15.03.6	6601024	Provisional License: FRY, SEANE Army JROTC IV (Army JROTC STAFF)		
Provisional License	X	15.03.6	6601024	Provisional License: FRY, SEANE Prep Period (Teacher Prep Hr)		
Provisional License	X	15.03.6	6601024	Provisional License: WHITE, STEPHEN Army JROTC I (Army JROTC I)		
Provisional License	X	15.03.6	6601024	Provisional License: WHITE, STEPHEN Army JROTC II (Army JROTC II)		
Provisional License	X	15.03.6	6601024	Provisional License: WHITE, STEPHEN Army JROTC III (Army JROTC III)		
Provisional License	X	15.03.6	6601024	Provisional License: WHITE, STEPHEN Misc. Non Academic Activity/Assignment (Misc Na Assign)		
Provisional License	X	15.03.6	6601024	Provisional License: WHITE, STEPHEN Prep Period (Teacher Prep Hr)		

School Details Summary

Student Enrollment

Grade Level	Student Count
10	591
11	537
12	453

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
1581	60	26933

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist

	5.00	1.00	3.00	2.00

ARKANSAS DEPARTMENT OF EDUCATION

Southside High School
2013/14 School Year

Standards Annual Accreditation Report

Southside High School

Accreditation Status: Cited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601025	Job Not Certified: SLATER, AMY: 6030 Guidance Counselor	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	6601025	Job Not Certified: SLATER, AMY: 6030 High School Guidance Counselor	ALP Licensure Completion Date: 09/01/2015	Cited
Provisional License	X	15.03.6	6601025	Provisional License: FITTS, GEORGIA Bridge to Algebra II (10-12 Bridge to Algebra II I)		
Provisional License	X	15.03.6	6601025	Provisional License: FITTS, GEORGIA Bridge to Algebra II (10-12 Bridge to Algebra II)		
Provisional License	X	15.03.6	6601025	Provisional License: FITTS, GEORGIA Bridge to Algebra II (Bridge to Algebra II)		
Provisional License	X	15.03.6	6601025	Provisional License: FITTS, GEORGIA Geometry (Geometry)		
Provisional License	X	15.03.6	6601025	Provisional License: FRY, SEANE Army JROTC I (Army Rotc I)		
Provisional License	X	15.03.6	6601025	Provisional License: FRY, SEANE Army JROTC II (Army Rotc II)		
Provisional License	X	15.03.6	6601025	Provisional License: FRY, SEANE Army JROTC III (Army Rotc III)		

School Details Summary

Student Enrollment

Grade Level	Student Count
10	508
11	580
12	499

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
1587	60	14087

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
4.00	1.00	3.00	2.00

ARKANSAS DEPARTMENT OF EDUCATION

John P. Woods Elem. School
2013/14 School Year

Standards Annual Accreditation Report

John P. Woods Elem. School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

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No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	75
02	75
03	61
04	69
05	79
06	84
K	60

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
503	60	9561

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.20	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Harry C. Morrison Elem. School
2013/14 School Year

Standards Annual Accreditation Report

Harry C. Morrison Elem. School

Accreditation Status: Cited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601030	Job Not Certified: EARDENSOHN, LEAH: 7145 Inclusion Tchr (Co-teaching model)	ALP Licensure Completion Date: 09/01/2015	Cited

School Details Summary

Student Enrollment

Grade Level	Student Count
01	49
02	25
03	25
04	21
05	28
06	27
K	40

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
215	60	9512

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
0.70	1.00	0.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Elmer H. Cook Elem. School
2013/14 School Year

Standards Annual Accreditation Report

Elmer H. Cook Elem. School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	94
02	72
03	73
04	82
05	72
06	96
K	60

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
549	60	11633

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.50	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Tilles Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Tilles Elementary School

Accreditation Status: Cited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601032	Job Not Certified: HUMPHRIES, BRITT: 7145 Inclusion Tchr (Co-teaching model)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	6601032	Job Not Certified: HUMPHRIES, BRITT: 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/2015	Cited

School Details Summary

Student Enrollment

Grade Level	Student Count
01	53
02	53
03	50
04	46
05	56
06	56
K	62

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
376	60	8584

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.10	1.00	1.00	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Euper Lane Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Euper Lane Elementary School

Accreditation Status: Accredited

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment

Grade Level	Student Count
01	62
02	57
03	62
04	67
05	61
06	83
K	77

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
469	60	14034

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.10	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Fort Smith School District
2013/2014 School Year

Standards Annual Override Report

Fort Smith School District

Accreditation Status:

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

Schools:

6601001 - Bailman Elementary School - Accredited
6601002 - Barling Elementary School - Accredited
6601003 - Beard Elementary School - Accredited
6601006 - Bonneville Elementary School - Accredited
6601007 - Carnall Elementary School - Accredited
6601008 - Cavanaugh Elementary School - Accredited
6601010 - Fairview Elementary School - Accredited
6601011 - Howard Elementary School - Accredited
6601012 - Raymond F. Orr Elem. School - Accredited
6601014 - Albert Pike Elementary School - Accredited
6601016 - Spradling Elementary School - Probationary
6601017 - Sunnymede Elementary School - Accredited
6601018 - Sutton Elementary School - Accredited
6601019 - Trusty Elementary School - Accredited
6601020 - L. A. Chaffin Jr. High School - Accredited
6601021 - William O. Darby Jr. High Sch. - Accredited
6601022 - Dora Kimmons Jr. High School - Accredited
6601023 - Ramsey Junior High School - Accredited
6601024 - Northside High School - Accredited
6601025 - Southside High School - Cited
6601029 - John P. Woods Elem. School - Accredited
6601030 - Harry C. Morrison Elem. School - Cited
6601031 - Elmer H. Cook Elem. School - Accredited
6601032 - Tilles Elementary School - Cited
6601033 - Euper Lane Elementary School - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.4.10	IV	Advanced Placement Approval	6601024	No AP Approval for teacher HILL, BRITTANY for course AP Music Theory (AP Music Theory)	Has certificate.		C
9.03.4.10	IV	Advanced Placement Approval	6601024	No AP Approval for teacher HUGHES, MICHAEL for course AP Physics B (AP Physics)	Has certificate.		C
9.03.4.10	IV	Advanced Placement Approval	6601024	No AP Approval for teacher JOHNSON, MICHAEL for course Advanced Placement Environmental Science (AP Environ Sci)	Has certificate.		C
9.03.4.10	IV	Advanced Placement Approval	6601025	No AP Approval for teacher LOVE-WILDE, ANNA for course AP Spanish Language (AP Spanish Lang)	Has a certificate.		C
9.03.4.10	IV	Advanced Placement Approval	6601025	No AP Approval for teacher MCGEE, KAREN for course Advanced Placement Environmental Science (AP Env Sci Lab)	Has a certificate.		C
9.03.4.10	IV	Advanced Placement Approval	6601025	No AP Approval for teacher MCGEE, KAREN for course Advanced Placement Environmental Science (AP Environ Sci)	Has a certificate.		C

9.03.3	IV	Secondary Course Offerings	6601000	Required Course(s) missing : Computer Based Application			C
9.03.3	IV	Secondary Course Offerings	6601000	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Secondary Course Offerings	6601000	Required Course(s) missing : Instrumental Music			C
9.03.3	IV	Grade Level	6601008	Grade Level: NEELY, HANNAH Visual Art Grade 5 (***) (Art Grade 5)	Wrong course code.		I
9.03.3	IV	Grade Level	6601008	Grade Level: JONES, MICHAEL General Music Grade 5 (***) (Music Grade 5)	Wrong course code		I
9.03.3	IV	Grade Level	6601033	Grade Level: FLOYD, MARY Grade 3 Music (Music Grade 3)			C
9.03.3	IV	Grade Level	6601033	Grade Level: GLOVER, STACEY Grade 3 Visual Arts (Art Grade 3)			C
15.03.3	X	Job Not Certified	6601000	Job Not Certified: FORD, CATHERINE 4346 Supervisor	Wrong job code.		I
15.03.3	X	Job Not Certified	6601002	Job Not Certified: HORN, LORIE: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601003	Job Not Certified: HORN, LORIE: 970800 Gifted and Talented	Has license.		C
15.03.3	X	High Qualified Teacher (HQT)	6601005	Highly Qualified Teacher Required for course Critical Reading (Critical Reading), but TOMLIN, STEPHEN is not Highly Qualified Teacher	has plan.		C
15.03.3	X	High Qualified Teacher (HQT)	6601005	Highly Qualified Teacher Required for course English 12 (English 12), but TOMLIN, STEPHEN is not Highly Qualified Teacher	Has plan.		C
15.03.3	X	Job Not Certified	6601006	Job Not Certified: HOLLOWAY, KRISTEN: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601007	Job Not Certified: HORN, LORIE: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601012	Job Not Certified: HOLLOWAY, KRISTEN: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601014	Job Not Certified: HOLLOWAY, KRISTEN: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: MARKHAM, AMY: 3050 Gifted/Talented Coordinator	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: MARKHAM, AMY: 596100 Gifted/Talented Seminar	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: MARKHAM, AMY: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: PECK, THREASA: 7145 Inclusion Tchr (Co-teaching model)	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: PECK, THREASA: 972100 Special Education Language Arts	Has license.		C
15.03.3	X	Job Not Certified	6601020	Job Not Certified: PECK, THREASA: 972200 Special Education Science	Has license.		C
15.03.3	X	Job Not Certified	6601021	Job Not Certified: VEATCH, ANGELA 7200 Interventionist (Math)	Has license.		C
15.03.3	X	Job Not Certified	6601022	Job Not Certified: FONVILLE, JOSHUA: 377810 Physical Education Grade 7	Has license.		C
15.03.3	X	Job Not Certified	6601022	Job Not Certified: FONVILLE, JOSHUA: 388810 Physical Education Grade 8	Has license.		C
15.03.3	X	Job Not Certified	6601023	Job Not Certified: DOBBS, DENISE: 7145 Inclusion Tchr (Co-teaching model)	Has license.		C
15.03.3	X	Job Not Certified	6601023	Job Not Certified: DOBBS, DENISE: 971530 Special Education Resource Services	Has license.		C
15.03.3	X	Job Not Certified	6601023	Job Not Certified: DOBBS, DENISE: 972700 Special Education Social Studies	Has license.		C
15.03.3	X	Job Not Certified	6601025	Job Not Certified: BOATRIGHT, ADINA 493880 College and Career Readiness (.5 credit) (Work Ready Sem)	Teacher was granted a waiver from Career Education. Teacher must complete mentorship program by June 30, 2014 to be able to add 412 to license.		C
15.03.3	X	Job Not Certified	6601030	Job Not Certified: HORN, LORIE: 970800 Gifted and Talented	Has license.		C
15.03.3	X	Job Not Certified	6601033	Job Not Certified: MEADORS, KAREN 7145 Inclusion Tchr (Co-teaching model)	Wrong course code.		I

15.03.2	X	Expired License	6601014	Expired License: AUSTIN, MONICA Elementary School Principal	License not expired.		C
15.03.1	X	Personnel Not Certified	6601021	Personnel Not Certified: VEATCH, ANGELA 7100 Coach/Lead Teacher/Instructional Facilitator (Math)	Has license.		C
10.02.5	V	Class Size: Grades 7-12	6601023	Class 8 Mathematics with teacher REEVES, ALMA exceeds maximum class size of 8 with 9 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601023	Class 9 Civics/Gov with teacher DOBBS, DENISE exceeds maximum class size of 8 with 9 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601023	Class 7-8 PE with teacher FOLEY, JUDY exceeds maximum class size of 15 with 17 students (Grade range: 7 to 12)			C
10.02.5	V	Total Students: Grades 7-12	6601023	Teacher LONG, LESLIE has more than 150 total students: 151 students			C
10.02.5	V	Class Size: Grades 7-12	6601024	Class World History with teacher MCCLURE, CLAIRE exceeds maximum class size of 30 with 32 students (Grade range: 7 to 12)			I
10.02.5	V	Class Size: Grades 7-12	6601024	Class 10 English with teacher LEE, SUE exceeds maximum class size of 15 with 17 students (Grade range: 7 to 12)			I
10.02.5	V	Total Students: Grades 7-12	6601024	Teacher FONTENOT, JUSTIN has more than 150 total students: 154 students			I
10.02.5	V	Total Students: Grades 7-12	6601024	Teacher SMITH, VANA has more than 150 total students: 155 students			I
10.02.5	V	Total Students: Grades 7-12	6601024	Teacher PEER, WENDY has more than 150 total students: 154 students			I
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 Behavior with teacher SEAVEY, ANNE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 Community with teacher SEAVEY, ANNE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 PE with teacher SEAVEY, ANNE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 Rec/Leis with teacher SEAVEY, ANNE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 Vocational with teacher SEAVEY, ANNE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Class Size: Grades 7-12	6601025	Class 9-12 Domestic with teacher SPILMAN, VALERIE exceeds maximum class size of 6 with 7 students (Grade range: 7 to 12)			C
10.02.5	V	Total Students: Grades 7-12	6601025	Teacher GARY, BRITTANY has more than 150 total students: 156 students			I
10.02.3	V	Class Size: Grades 1-3	6601007	Class Math with teacher SUMPTER, SARAH exceeds maximum class size of 15 with 16 students (Grade range: 1 to 3)	Has an aide.		C
10.02.3	V	Class Size: Grades 1-3	6601007	Class Reading with teacher SUMPTER, SARAH exceeds maximum class size of 15 with 16 students (Grade range: 1 to 3)	Has an aide.		C
10.02.3	V	Class Size: Grades 1-3	6601007	Class Science with teacher SUMPTER, SARAH exceeds maximum class size of 15 with 16 students (Grade range: 1 to 3)	Has an aide.		C
10.02.3	V	Class Size: Grades 1-3	6601007	Class Social Studies with teacher SUMPTER, SARAH exceeds maximum class size of 15 with 16 students (Grade range: 1 to 3)	Has an aide.		C
10.02.3	V	Class Size: Grades 1-3	6601007	Class Writing with teacher SUMPTER, SARAH exceeds maximum class size of 15 with 16 students (Grade range: 1 to 3)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601007	Class Math with teacher DUNCAN, KATHRYN exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601007	Class Reading with teacher DUNCAN, KATHRYN exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601007	Class Science with teacher DUNCAN, KATHRYN exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C

10.02.2	V	Class Size: Kindergarten	6601007	Class Social Studies with teacher DUNCAN, KATHRYN exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601007	Class Writing with teacher DUNCAN, KATHRYN exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601032	Class Math with teacher HAMILTON, TERRIE exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601032	Class Reading with teacher HAMILTON, TERRIE exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601032	Class Science with teacher HAMILTON, TERRIE exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601032	Class Social Studies with teacher HAMILTON, TERRIE exceeds maximum class size of 15 with 16 students (Grade range: K)	has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601032	Class Writing with teacher HAMILTON, TERRIE exceeds maximum class size of 15 with 16 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Math with teacher HARRIS, CAROL exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Reading with teacher HARRIS, CAROL exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Science with teacher HARRIS, CAROL exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Social Studies with teacher HARRIS, CAROL exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Writing with teacher HARRIS, CAROL exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Math with teacher COOPER, LAURIE exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Reading with teacher COOPER, LAURIE exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Science with teacher COOPER, LAURIE exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Social Studies with teacher COOPER, LAURIE exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C
10.02.2	V	Class Size: Kindergarten	6601033	Class Writing with teacher COOPER, LAURIE exceeds maximum class size of 6 with 7 students (Grade range: K)	Has an aide.		C

UNITED STATES POSTAL SERVICE

Date Produced: 05/05/2014

Arkansas Department of Education:

The following is the delivery information for Certified Mail™ item number 7199 9991 7033 5882 9223. Our records indicate that this item was delivered on 04/29/2014 at 10:06 a.m. in FORT SMITH, AR 72902. The scanned image of the recipient information is provided below.

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Dewayne Gregory

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Annual Accreditation Report | Benny Gooden | Fort Smith | TB

Educator Licensure

Activity: * 07/31/2013 - 10:23:31 | License Application - Teacher Certification - Non-Traditional | Issued

* - Current Issued License

This is the most recently issued license.

Applicant Information

First Name: GARY **Middle Name:** CHAD **Last Name:** PETTIGREW **Maiden Name:**

Application Date: 7/31/2013

Ethics Violations Viewable Under Act 1323 of 2013: None

Educator Licensure

Status: Approved

Issue Date: 7/31/2013 **License Effective Date:** 8/1/2013 **License Expiration Date:** 7/31/2015

Status Effective Date: **Status Expiration Date:**

Non-Criminal Background Information (NCBC)

Background Checks
Check Status: **Approved** Last Check Date: **7/12/2013**

Child Maltreatment Central Registry Check
Check Status: **Approved** Last Check Date: **5/20/2013**

NOTICE TO EDUCATORS: A NEW BACKGROUND AND CMCR CHECK ARE REQUIRED WHEN YOU CHANGE EMPLOYMENT OR RENEW YOUR LICENSE

Licensure Areas

Area	Description	GL	GH	Status	Status Date	Issue License Type	Original Date	Effective Date	Expiration Date
Applying Type : Teacher Certification									
255	Middle School English	4	8	Approved	7/31/2013	Non-Traditional	8/1/2013	8/1/2013	7/31/2015
257	Middle School Science	4	8	Approved	7/31/2013	Non-Traditional	8/1/2013	8/1/2013	7/31/2015

Applicant Payments

Date	Receipt	Description	Approval	Debit	Credit	Balance
No Applicant Payment Transactions on Record						

Activity Fees

Date	Description	Debit	Credit	Balance
No Activity Fee Transactions on Record				

Local Education Agencies (LEAs):

LEA #	Name
No LEAs on Record	

ALP Waivers:

Start Year	ALP Code	Out of Area	Status
No waivers were found for applicant.			

1 Page size: 10 0 items in 1 pages

DISTRICT LEA# ____66 - 01_____

RECEIVED
OCT 14 2013
STANDARDS
ASSURANCE

STATEMENT OF ASSURANCE

Pursuant to Ark. Code Ann. § 6-15-202 (f & h), each Arkansas school district superintendent and each chief academic officer of an open-enrollment charter school shall by October 15th of each school year give written assurance of school district or charter school compliance with Arkansas law by providing her/his signature below as required on this form. This written assurance shall be received or postmarked and mailed to the Department of Education by October 15th of each school year.

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2013-2014 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

_____Fort Smith_____ School District in _____Sebastian_____ County as of October 1, 2013, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that _____Fort Smith_____ School District is in compliance for the 2013-2014 school year (July 1, 2013 – June 30, 2014) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

1. The high school(s) (grades 9-12) is teaching and has students enrolled in all 38 units required to be taught by the Rules Governing Standards for Accreditation.

   If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

   Contracts or letters of agreement, which shall include:

   A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);*

   B. *Statement that transportation will be provided to off-campus sites; and*

   C. *Signatures of both superintendents/directors.*

2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.

3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

4. The school district is in compliance with Ark. Code Ann. § 4-86-107 concerning misappropriation of social security numbers.

5. The school district is in compliance with Ark. Code Ann. § 6-5-403(d)(2)(B) concerning provision of higher education information by high school counselors.

6. The school district is in compliance with Ark. Code Ann. § 6-10-106 concerning uniform dates for beginning and end of school year.

7. The school district is in compliance with Ark. Code Ann. § 6-10-110 concerning fire marshal program.

8. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

9. The school district is in compliance with Ark. Code Ann. § 6-10-113 concerning eye protection.

10. The school district is in compliance with Ark. Code Ann. § 6-10-114 concerning discrimination and punishment.

11. The school district is in compliance with Ark. Code Ann. § 6-11-129 concerning data to be accessible on Department of Education's website.

12. The school district is in compliance with Ark. Code Ann. § 6-13-109 concerning employment of a school superintendent.

13. The school district is in compliance with Ark. Code Ann. § 6-13-620 concerning powers and duties of the local school board of directors.

14. The school district is in compliance with Ark. Code Ann. § 6-13-629 concerning training and instruction of the local school board of directors.

15. The school district is in compliance with Ark. Code Ann. § 6-13-801 et seq. concerning educational compacts.

16. The school district is in compliance with Ark. Code Ann. § 6-15-101 concerning academic standards and expected outcomes.

17. The school district is in compliance with Ark. Code Ann. § 6-15-201 et seq. concerning accreditation.

18. The school district is in compliance with Ark. Code Ann. § 6-15-401 et seq. concerning the Arkansas Comprehensive, Testing, Assessment, and Accountability Program.

19. The school district is in compliance with Ark. Code Ann. § 6-15-502 concerning home schools.

20. The school district is in compliance with Ark. Code Ann. § 6-15-902 concerning grading scale.

21. The school district is in compliance with Ark. Code Ann. § 6-15-1004 concerning qualified teachers.

22. The school district is in compliance with Ark. Code Ann. § 6-15-1005 concerning safe, equitable, and accountable schools.

23. The school district is in compliance with Ark. Code Ann. § 6-15-1101(b) concerning diplomas and transcripts.

24. The school district is in compliance with Ark. Code Ann. § 6-15-1402 concerning the school performance report.

25. The school district is in compliance with Ark. Code Ann. § 6-15-1505 concerning district implementation of a comprehensive plan for consistency and rigor in course work.

26. The school district is in compliance with Ark. Code Ann. § 6-15-1603 concerning closing the achievement gap.

27. The school district is in compliance with Ark. Code Ann. § 6-15-1701 et seq. concerning a parental involvement plan.

28. The school district is in compliance with Ark. Code Ann. § 6-15-2006 concerning remedial instruction and progress toward achieving state expectations for proficiency.

29. The school district is in compliance with Ark. Code Ann. § 6-15-2101(a)(3) concerning school rating system, publication, and posting of annual school performance reports.

30. The school district is in compliance with Ark. Code Ann. § 6-16-102 concerning school day.

31. The school district is in compliance with Ark. Code Ann. § 6-16-103 concerning course of study generally.

32. The school district is in compliance with Ark. Code Ann. § 6-16-124 concerning Arkansas history.

33. The school district is in compliance with Ark. Code Ann. § 6-16-126 concerning food handling safety.

34. The school district is in compliance with Ark. Code Ann. § 6-16-130 concerning visual art and music.

35. The school district is in compliance with Ark. Code Ann. § 6-16-132 concerning physical education.

36. The school district is in compliance with Ark. Code Ann. § 6-16-137 concerning organized physical activity courses used for physical education credit.

37. The school district is in compliance with Ark. Code Ann. § 6-16-501(b) concerning organ donor awareness education and instructional materials.

38. The school district is in compliance with Ark. Code Ann. § 6-16-1002 concerning health education.

39. The school district is in compliance with Ark. Code Ann. § 6-16-1003 concerning oral health standards.

40. The school district is in compliance with Ark. Code Ann. § 6-16-1201 et seq. concerning advanced placement and concurrent enrollment and rigorous and substantially equal curriculum.

41. The school district is in compliance with Ark. Code Ann. § 6-17-102 concerning emergency first aid personnel.

42. The school district is in compliance with Ark. Code Ann. § 6-17-201 et seq. concerning personnel policies.

43. The school district is in compliance with Ark. Code Ann. § 6-17-309 concerning certification.

44. The school district is in compliance with Ark. Code Ann. § 6-17-401 et seq. concerning teacher's license requirement.

45. The school district is in compliance with Ark. Code Ann. § 6-17-2301 et seq. concerning establishment of personnel policies.

46. The school district is in compliance with Ark. Code Ann. § 6-17-2402 concerning teacher compensation.

47. The school district is in compliance with Ark. Code Ann. § 6-18-101 concerning qualifications for valedictorian and salutatorian.

48. The school district is in compliance with Ark. Code Ann. § 6-18-201 et seq. concerning compulsory attendance.

49. The school district is in compliance with Ark. Code Ann. § 6-18-202 concerning age and residence for attending public schools.

50. The school district is in compliance with Ark. Code Ann. § 6-18-1901 et seq. concerning public school choice.

51. The school district is in compliance with Ark. Code Ann. § 6-18-207 concerning minimum age for enrollment in public school.

52. The school district is in compliance with Ark. Code Ann. § 6-18-208 concerning the use of students' Social Security numbers.

53. The school district is in compliance with Ark. Code Ann § 6-18-209 and 6-18-220 concerning excessive student absences.

54. The school district is in compliance with Ark. Code Ann. § 6-18-211 concerning attendance for students in grades nine through twelve.

55. The school district is in compliance with Ark. Code Ann. § 6-18-213 concerning attendance records and reports generally.

56. The school district is in compliance with Ark. Code Ann. § 6-18-222 concerning provision of attendance policy.

57. The school district is in compliance with Ark. Code Ann. § 6-18-223 concerning credit for college courses.

58. The school district is in compliance with Ark. Code Ann § 6-18-227 concerning opportunity school choice.

59. The school district is in compliance with Ark. Code Ann. § 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies.

60. The school district is in compliance with Ark. Code Ann. § 6-18-508 concerning alternative learning environments.

61. The school district is in compliance with Ark. Code Ann. § 6-18-509 concerning assessment and intervention in alternative learning environments.

62. The school district is in compliance with Ark. Code Ann. § 6-18-701 et seq. concerning physical examinations.

63. The school district is in compliance with Ark. Code Ann. § 6-18-1005 concerning a student services program.

64. The school district is in compliance with Ark. Code Ann. § 6-19-101 et seq. concerning transportation.

65. The school district is in compliance with Ark. Code Ann. § 6-20-2202 concerning the budget and expenditure report.

66. The school district is in compliance with Ark. Code Ann. § 6-20-2204 concerning required training for preparing the budget or recording expenditures.

67. The school district is in compliance with Ark. Code Ann. § 6-21-106 concerning fire hazards inspection prior to closing for breaks.

68. The school district is in compliance with Ark. Code Ann. § 6-21-112 concerning school facilities.

69. The school district is in compliance with Ark. Code Ann. § 6-21-403 concerning textbooks.

70. The school district is in compliance with Ark. Code Ann. § 6-25-101 et seq. concerning public school library media and technology.

71. The school district is in compliance with Ark. Code Ann. § 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools.

72. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.

73. The school district is in compliance with Ark. Code Ann. § 6-42-101 et seq. concerning gifted and talented.

74. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.

75. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.

76. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.

77. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

DISTRICT LEA# 66 - 01

Superintendents are reminded that all schools and school districts must abide by all laws enacted by the Arkansas General Assembly and the Standards for Accreditation of Arkansas Public Schools and School Districts adopted by the Arkansas State Board of Education.

President of Board's Signature: Jeannie Cole Date: Oct 7, 2013

Superintendent's Signature: Benny L Gooden Date: 10/10/13

Superintendent's Name (printed): Dr. Benny L. Gooden

District Contact Person (Name/title): Gordon Floyd, Deputy Superintendent

Phone # 479-785-2501 E-mail Address: gfloyd@fortsmithschools.org

Mail to: Johnie Walters, Standards Assurance Unit
Arkansas Department of Education
Four Capitol Mall – Room 202-B
Little Rock, AR 72201-1071

must be postmarked on or before October 15, 2013

Pursuant to Ark. Code Ann. § 6-15-202(g), in addition to any written statement of assurance required pursuant to Ark. Code Ann. § 6-15-202(f), the Department of Education may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in this written statement of assurance or any other matter related to the Standards for Accreditation of Arkansas Public Schools and School Districts.

Any superintendent who fails to file a written statement of assurance as required by the Commissioner of the Department of Education pursuant to Ark. Code Ann. § 6-15-202(f), by the date established by the Department of Education or knowingly submits false information or if the Department of Education determines the information in the statement is inaccurate or incomplete, the Department of Education, pursuant to Ark. Code Ann. § 6-15-202(i), may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Today... and ...

Fort Smith Public Schools

in the Future

Office of the Superintendent

3205 Jenny Lind • P.O. Box 1948
Fort Smith, Arkansas 72902-1948
479-785-2501
Fax: 479-785-1722

RECEIVED
COMMISSIONER'S OFFICE
MAY 15 2014
DEPARTMENT OF EDUCATION

May 12, 2014

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
#4 Capitol Mall, Room 304-A
Little Rock, Arkansas 72201

RECEIVED
MAY 15 2014
STANDARDS ASSURANCE

Dear Dr. Kimbrell:

This letter follows Fort Smith Public Schools' receipt of COM-4-068, Annual Accreditation Report 2013-2014, from Arkansas Department of Education dated 4/17/2014. Fort Smith Public Schools seeks an appeal before the Arkansas State Board of Education regarding the Corrected Exceptions Accreditation Report indicating probationary accreditations status for Spradling Elementary.

Sincerely,

Benny Gooden, Ed.D.
Superintendent of Schools
Fort Smith Public Schools

Enclosure: 2013-2014 Standards Accreditation Report – Spradling Elementary

File path: Letters/ADE

ARKANSAS DEPARTMENT OF EDUCATION

Spradling Elementary School
2013/14 School Year

Standards Annual Accreditation Report

Spradling Elementary School

Accreditation Status: Probationary

District:

6601000 - Fort Smith School District

Superintendent Benny Gooden

P.o. Box 1948

Fort Smith , AR 72902

479-785-2501

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Job Not Certified	X	15.03.3	6601016	Job Not Certified: PETTIGREW, GARY 355710 Social Studies Grade 5 (Soc St Grade 5)	Teacher was teaching out of area. Teacher is in non-traditional program and can't be placed on an ALP.	Probationary
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Language Arts Grade 5 (Writing Grade 5)		
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Mathematics Grade 5 (Math Grade 5)		
Provisional License	X	15.03.6	6601016	Provisional License: HINTON, MELISSA Prep Period (Teacher Prep Hr)		

School Details Summary

Student Enrollment

Grade Level	Student Count
01	74
02	50
03	50
04	50
05	61
06	62
K	80

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
427	60	8174

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.20	1.00	0.50	1.00

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

PROBATIONARY LETTER – YEAR ONE OF PROBATION – APPEAL NOTICE LETTER

May 15, 2014

Ms. Katie Tatum, Principal
SIA Tech Charter High School
6724 Interstate 30
Little Rock, AR, 72209

Re: Notice of Probationary Status Appeal Hearing (VIA CERTIFIED AND REGULAR MAIL)

Ms. Tatum,

On May 01, 2014, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following schools/school district failing to meet standards for accreditation for the 2013-14 school year:

SIA Tech Charter High School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 15, 2014. Your district filed an appeal on **May 14, 2014**.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Thursday, June 12, 2014 , in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the **SIA Tech Charter School** who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, May 20, 2014.**

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

An Equal Opportunity Employer

Thank you for your attention to this matter. Please contact me at 501-682-4380 should you have any questions or require additional information.

Sincerely,

Johnie Walters
Standards Assurance Unit
Arkansas Department of Education

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
John Hoy, Assistant Commissioner, Division of Public School Accountability
Jeremy C. Lasiter, General Counsel
State Board Office

Approved Memos: Annual Accreditation Report - 2013-2014

ARKANSAS DEPARTMENT OF EDUCATION

Version History

Title	Annual Accreditation Report - 2013-2014
Memo Number	COM-14-068
Memo Date	4/17/2014
Attention	Co-op Directors; Elementary Principals; Middle School Principals; High School Principals; Superintendents; Counselors
Memo Type	Regulatory
Response Required	No
Section	Public School Accountability
Regulatory Authority	Ark. Code Ann. § 6-15-203
Contact Person	Johnie Walters
Phone Number	501-682-4380
E-Mail	Johnie.Walters@arkansas.gov

Memo Text

The Arkansas Department of Education (ADE) reviews Annual Accreditation Reports to determine the accreditation status of each school in each district in Arkansas. The status report, mailed under separate cover, will be the school district's final and official accreditation status report for the 2013-2014 school year. Please note the review date indicated for Probationary violation(s). Evidence to correct Probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2014. Read carefully items indicated in "Comments." Accreditation status resulting from the 2013-2014 On-campus Standards Review (OSR) will be noted in "Comments."

Included with the status report is a Corrected Exceptions Accreditation Status Report. This report lists changes to the Initial Accreditation Report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information

concerning teachers who are currently under an Additional Licensure Plan (ALP). A Licensure Completion Deadline (LCD) will be listed on the report for these teachers. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, or invalid data; or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's Standards Assurance Specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file a written appeal with the **Office of the Commissioner, ADE, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201**.

Any such appeal shall be held in an open hearing and the decision of the State Board of Education (Board) shall be in open session. The appeal must be filed not later than May 15, 2014 following the May 01, 2014 written notification; the Board hearing must be held prior to June 30, 2014.

The Board may confirm the accreditation status of a school or school district recommended by the ADE or it may sustain the appeal of the district.

Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the Board may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

Version: 6.0
Created at 4/21/2014 10:57 AM by Deborah Coffman (ADE)
Last modified at 4/21/2014 2:49 PM by Deborah Coffman (ADE)

MEMO

ARKANSAS DEPARTMENT OF EDUCATION

LEADERSHIP SUPPORT SERVICE

DATE: April 30, 2014

TO: District Superintendent

FROM: Johnie Walters, Standards Assurance Unit Leader

SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Memo COM-14-055 (Memo) dated March 7, 2014. The Report included a list of initial probationary violations and/or citations for the 2013-2014 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 2, 2014. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2013-2014 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 1, 2014.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file a written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 15, 2014; the Board hearing concerning your appeal must be held prior to June 15, 2014. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 15, 2014. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

ARKANSAS DEPARTMENT OF EDUCATION

Siatech Little Rock Charter
2013/2014 School Year

Standards Annual Accreditation Report

Siatech Little Rock Charter

Accreditation Status:

District:

6052700 - Siatech Little Rock Charter

Superintendent Katie Tatum

6724 Interstate 30

Little Rock , AR 72209

501-562-1850

Schools:

6052703 - Siatech High Charter - Probationary

ADE Standards Assurance Supervisor:

Derryl Evans

Derryl.Evans@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment

Grade Level	Student Count
09	5
10	13
11	30
12	44

District Information

Total Enrollment	Staff Development Hours	Total Book Volume
92	80	100

FTE Information

Counselor	Principal	Assitant Principal	Library/Media Specialist
1.00	1.00	0.00	0.00

ARKANSAS DEPARTMENT OF EDUCATION

Siatech High Charter
2013/14 School Year

Standards Annual Accreditation Report

Siatech High Charter

Accreditation Status: Probationary

District:

6052700 - Siatech Little Rock Charter

Superintendent Katie Tatum

6724 Interstate 30

Little Rock , AR 72209

501-562-1850

ADE Standards Assurance Supervisor:

Derryl Evans

Derryl.Evans@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Records and Reports	II	7.03.2	6052703		Transcript Irregularities	Probationary
Secondary Course Offerings	IV	9.03.3	6052703	Not teaching Common Core Curriculum		Probationary

School Details Summary

Student Enrollment

Grade Level	Student Count
09	5
10	13
11	30
12	44

School Information

Total Enrollment	Staff Development Hours	Total Book Volume
92	80	100

FTE Information

Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	0.00

ARKANSAS DEPARTMENT OF EDUCATION

Siatech Little Rock Charter
2013/2014 School Year

Standards Annual Override Report

Siatech Little Rock Charter

Accreditation Status:

District:

6052700 - Siatech Little Rock Charter

Superintendent Katie Tatum

6724 Interstate 30

Little Rock , AR 72209

501-562-1850

Schools:

6052703 - Siatech High Charter - Probationary

ADE Standards Assurance Supervisor:

Derryl Evans

Derryl.Evans@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Rule	Standard	Exception Description	LEA	Description	Comments	Status	Override
9.03.3	IV	Secondary Course Offerings	6052700	Career & Technical Requirements > Programs of Study req. checked by Workforce: N | Course Count: 65	Per agreement, Career and Tech Courses offered through Little Rock Job Corps		I
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : 18 Fine Arts Elective / Advanced	Waiver		C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Arkansas History			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Art			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Chemistry			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Computer Based Applications			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Fine Arts Elective / Advanced			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Health & Safety			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Instrumental Music			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Journalism			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Pre-Calculus			C
9.03.3	IV	Secondary Course Offerings	6052700	Required Course(s) missing : Vocal Music			C
16.02.4	XI	Library Book Collection	6052703	Total number of library books must be greater than 3000. Library Volumes Total: 100.			C
16.02.3	XI	Library/Media Specialist	6052703	No library media specialist was found for the school.			C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: CONE, JULIE 414000 Oral Communication (.5 credit) (Oral Communications)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: CONE, JULIE 972100 Special Education Language Arts (ELA 10 (SP))	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: CONE, JULIE 972100 Special Education Language Arts (ELA 12 (SP))	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: TATUM, KATIE 420000 Biology (Biology)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: TATUM, KATIE 422000 Physics (Physics)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: TATUM, KATIE 423000 Physical Science (Physical Science)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C

15.03.3	X	Job Not Certified	6052703	Job Not Certified: TATUM, KATIE 424080 Anatomy/Physiology (Anatomy & Physiology)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: KASINGER, MELISSA 450080 Studio Art 2-D (.5 credit) (Studio Art 2-D)	ALP Licensure Completion Date: 09/01/2016 Charter waiver/Also Ms. Kasinger no longer teaches art.		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: KASINGER, MELISSA 450080 Studio Art 2-D (.5 credit) (Studio Art 2D (temp))	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: KASINGER, MELISSA 972700 Special Education Social Studies (Social Studies 11)	ALP Licensure Completion Date: 09/01/2016 Wendylin Bryant is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WHITHERSPOON, SHARI 420000 Biology (Biology)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WHITHERSPOON, SHARI 422000 Physics (Physics)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WHITHERSPOON, SHARI 423000 Physical Science (Physical Science)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WHITHERSPOON, SHARI 424080 Anatomy/Physiology (Anatomy & Physiology)	ALP Licensure Completion Date: 09/01/2016		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WHITHERSPOON, SHARI 972200 Special Education Science (Science)	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record.		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WITHERSPOON, SHARI: 420000 Biology	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: WITHERSPOON, SHARI: 424030 Anatomy/Physiology	ALP Licensure Completion Date: 09/01/2016 Scott Henderson is Teacher of Record		C
15.03.3	X	Job Not Certified	6052703	Job Not Certified: SIMPSON, TARA 493160 Leadership & Service Learning (9-12) (.5 credit) (Leadership & Service Learning)	ALP Licensure Completion Date: 09/01/2016 An AR. Job Corps Class		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: DIXON, THELMA 493860 Internship (Internship - Security)	ALP Licensure Completion Date: 09/01/2016 Dixon is employed by Job Corps to teach career focus classes.		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: DIXON, THELMA 494600 Law Enforcement II (Law Enforcement II)	ALP Licensure Completion Date: 09/01/2016 Employed by Job Corps		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: DIXON, THELMA 494610 Criminal Law (Criminal Law)	ALP Licensure Completion Date: 09/01/2016 Employed by Job Corps		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: DIXON, THELMA 494620 Introduction to Criminal Justice (Intro to Criminal Justice)	ALP Licensure Completion Date: 09/01/2016 Employed by Job Corps		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: DIXON, THELMA 494630 Law Enforcement I (Law Enforcement I)	ALP Licensure Completion Date: 09/01/2016 Employed by Job Corps		I
15.03.3	X	Job Not Certified	6052703	Job Not Certified: BRYANT, WENDYLIN: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2014 Licensed SpEd Teacher		C
15.03.3	X	High Qualified Teacher (HQT)	6052703	Highly Qualified Teacher Required for course Special Education Mathematics (Math 11 (SP)), but BRYANT, WENDYLIN is not Highly Qualified Teacher	Licensed SpEd Teacher		C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492060 Business Communications (.5 credit) (Business Communication)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492140 Advanced Database Applications (.5 credit) (Database Applications)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492380 Office Management (Office Management)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492450 Advanced Spreadsheet Applications (.5 credit) (Advanced Spreadsheet Applicati)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492470 Word Processing I (.5 credit) (Word Processing I)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Griffin, Nicole 492620 Office Education Work-Based Learning (Office Education WBL)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 491350 Small Engine Technology (.5 credit) (Small Engine Technology)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 491360 Turf Grass Management (.5 credit) (Turf Grass Management)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 493860 Internship (Internship - Facilities & Main)			C

15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 494480 Construction Fundamentals (Construction Fundamentals)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 494500 Electrical (Electrical)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larson, Phillip 494510 Plumbing (Plumbing)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495010 Human Body Systems (Human Body Systems)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495020 Medical Interventions (Medical Interventions)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495240 Medical Math (Medical Math)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495310 Medical Clinical Internship/Specialization (Medical Clinical Internship Sp)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495330 Medical Procedures (.5 credit) (Medical Procedures)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495340 Introduction to Medical Professions (.5 credit) (Intro to Medical Professions)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: Larry, Shaye 495360 Medical Terminology (.5 credit) (Medical Terminology)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493120 Food Production, Mgmt & Services (Food Production, Mgmt & Servic)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493130 Chemistry of Foods (.5 credit) (Food Science)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493250 Introduction to Culinary Arts (.5 credit) (Introduction to Culinary Arts)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493260 Culinary Arts I (Culinary Arts I)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493270 Culinary Arts II (Culinary Arts II)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HEARD, DAWAN 493330 Entrepreneurial Experience (Entrepreneurial Experience)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REYNOLDS, DEBRA 6030 Guidance Counselor			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REYNOLDS, DEBRA 6030 Guidance Counselor			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 430000 Algebra I (Algebra 1)	Wendylin Bryant is Teacher of Record		C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 430100 First Part Algebra I (Algebra I Part 1)	Wendylin Bryant is Teacher of Record.		C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 430100 First Part Algebra I (Algebra Part I)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 430200 Second Part Algebra I (Algebra Part 2)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 431000 Geometry (Geometry)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 432000 Algebra II (Algebra 2)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 432000 Algebra II (Algebra II)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 439050 Advanced Topics and Modeling in Mathematics (Transitions to College Math)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 530100 First Part Algebra 1 (Algebra I Part A)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 972300 Special Education Mathematics (Math 10 (SP))			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 972300 Special Education Mathematics (Math 11 (SP))			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: MCINTYRE, IDA 972300 Special Education Mathematics (Math 12 (SP))			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER-MCDONALD, LICIANA 494400 Diagnostics (Diagnostics)			C

15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER-MCDONALD, LICIANA 494410 Networking (Networking)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER-MCDONALD, LICIANA 494420 Operations (Operations)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER-MCDONALD, LICIANA 494480 Construction Fundamentals (Construction Fundamentals)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 480000 Health and Wellness (.5 Credit) (Health & Safety)	Charter waiver/Job Corps Staff		C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 480000 Health and Wellness (.5 Credit) (Health and Safety)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 493160 Leadership & Service Learning (9-12) (.5 credit) (Leadership & Service Learning)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 493720 Intro to Career Comm (.5 credit) (Intro to Career Comm. - JC)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 493880 College and Career Readiness (.5 credit) (Workplace Readiness - JC)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: HARPER, SHERRY 970160 Job Corps (Job Corps)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REECE, STEVE 494030 Industrial Apprenticeship/Workbased Learning I (Industrial Apprent. WBL I)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REECE, STEVE 495100 HVACR I (HVACR I)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REECE, STEVE 495110 HVACR II (2 credits) (HVACR II)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REECE, STEVE 495400 Power Equipment Technology I (Power Equipment Technology)			C
15.03.1	X	Personnel Not Certified	6052703	Personnel Not Certified: REECE, STEVE 495410 Power Equipment Technology Lab (Power Equipment Tech Lab)			C
10.02.5	V	Class Size: Grades 7-12	6052703	Class Remediation & Tutoring with teacher SIMPSON, TARA exceeds maximum class size of 30 with 57 students (Grade range: 7 to 12)	Minimum of two teachers assigned		C
10.02.2	V	Class Size: Kindergarten	6062700				C

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ARKANSAS DEPARTMENT OF EDUCATION

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Commissioner

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Melbourne

March 27, 2014

Mr. Johnie Walters
Standards Assurance Unit
Division of Academic Accountability
Arkansas Department of Education
Four Capitol Mall, Room 202-B
Little Rock, Arkansas 72201

Dear Mr. Walters:

Pursuant to the authority vested in me by Ark. Code Ann.§ 6-15-202(e), I hereby direct the Standards Assurance Unit to visit the School for Integrated Academics & Technologies (SIATech) for an on-campus standards review at your earliest convenience. I further direct that you provide me with a full written report detailing the results of your visit.

Thank you for your attention to this matter. Please do not hesitate to contact me should you require additional information.

Sincerely,

Tom. W. Kimbrell, Ed.D
Commissioner of Education

C: Mr. Tony Wood, Deputy Commissioner of Education
Ms. Mary Perry, Coordinator, Charter and Home Schools Office

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ARKANSAS DEPARTMENT OF EDUCATION

COMPREHENSIVE TEAM REVIEW
UNDER THE RULES AND REGULATIONS GOVERNING
THE STANDARDS FOR ACCREDITATION

REQUESTED BY:	Dr. Tom Kimbrell Commissioner, Department of Education
SCHOOL DISTRICT:	SIA Tech Charter School
REVIEW PERIOD:	April 02, 2014
DATE FILED:	April 09, 2014
REVIEW TEAM:	Johnie Walters (Facilitator) Unit Leader Standards Assurance Unit
	Roy Causbie (Team Member) Standards Assurance Specialist Standards for Accreditation
	Mari Beth Nokes (Team Member) Standards Assurance Specialist Standards for Accreditation
	Randall Lawrence (Team Member) Standards Assurance Specialist Standards for Accreditation
	Maggie Herrick (Team Member) Social Studies/Language Arts Specialist Curriculum and Instruction
	Anthony Owen (Team Member) Math Specialist - Secondary Curriculum and Instruction

LEGAL REQUIREMENTS

Comprehensive Evaluation: According to **Section 23.04.4**, A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department may use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts.

Report: The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP]).

SUMMARY OF COMPREHENSIVE REVIEW

On April 02, 2014, with the approval of Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education (ADE), Johnie Walters led an ADE Standards Team to conduct a comprehensive evaluation at SIA Tech Charter School District (hereafter, the District). The purpose of the visit was to collect facts regarding the District meeting Standards for Accreditation.

SUMMARY OF INVESTIGATION ACTIVITIES

Entrance Conference: The Director, Ms. Katie Tatum, arrived at 9:10 a.m. The entrance conference started approximately 15 minutes later. The entrance conference established the purpose of the meeting and introduced the monitoring team.

Exit Conference: At the end of the comprehensive monitoring visit, the team leader and appropriate staff held an exit conference. Monitoring activities were summarized and the ADE team facilitator emphasized that the visit was a meeting to collect facts and that a formal report would be forwarded at a later date in accordance with the Standards for Accreditation.

The ADE Review Team examined on-site and off-site data necessary for compliance with the Standards for Accreditation.

A. Off-site data gathering activities included the following:

1. A review of Annual Accreditation Status Reports and Corrected Exceptions Reports for the District for the previous two years
2. A review of the School Performance Reports for the past year

3. A review of the On-Campus Standards Review (OSR) visit checklist
4. Review of Triand transcripts provided by the ADE Charter office
5. The school charter and waiver information

B. On-site Monitoring included a review of the following:

1. Student Performance Information
2. Student Handbook
3. Board Meeting Information
4. Bell Schedules
5. Teacher Lesson Plans
6. Teacher Grade Books
7. Licensure Documents
8. Curriculum Documents
9. Master Schedules
10. School Calendar
11. Student Schedules
12. Board Meeting Minutes (Pertinent)
13. Certified Faculty/Highly Qualified Information (Pertinent)
14. District Policies (Pertinent)
15. Graduation Requirements
16. Student Transcripts (Triand and e-School) (2012-13) (2013-14)
17. Smart Core Information and Waiver Forms

C. On-site Visit included visits with the following essential staff:

1. Ms. Katie Tatum, Director
2. Ms. Deborah Reynolds, Counselor/Curriculum Coordinator
3. Ms. Ida McIntyre, Math Teacher
4. Ms. Julie Cone, Language Arts Teacher
5. Ms. Sherry Witherspoon, Social Studies Teacher

D. Classroom visits were made.

The on-site team gives a rating for each criterion it reviews for schools. Those ratings are:

Implemented (Compliance)	Program requirements have been implemented and all requirements fulfilled.

Not Implemented (Finding)	Program requirements have not been implemented or have not been implemented in accordance with specified timelines.

SUMMARY OF FINDINGS OF FACT

Due to the fact that the district is an open-enrollment charter school with numerous waivers of both Arkansas Code and Rules Governing the Standards for Accreditation, the following will only address findings not covered by approved waivers.

Standard II: Goals and Administration of Arkansas Public Schools and School Districts

The district had policies regarding Homework, Student Absences, Smart Core, Parental Involvement, 5 – 21 Attendance and Academic Remediation that were incorrect. These are identified more specifically in later Standards.

Student records, specifically student transcripts generated from Triand do not reconcile with those generated from e-School.

Standard IV: Curriculum

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the school had an incorrect Smart Core Policy,

the Math curriculum being taught was only partially aligned with the Common Core Standards and ADE Curriculum requirements,

the Language Arts and Social Studies curriculum being taught was not aligned with the Common Core Standards and ADE Curriculum requirements.

Standard V: Instruction (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014, the handbook of the school was missing a Homework policy.

Standard VI: Attendance and Enrollment (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the policy in the handbook regarding 504/IEP requirements for absences and the absence appeal process for parents was incomplete,

the policy addressing age 5-21, Free and Appropriate Education, was missing from the handbook.

Standard VII: Student Performance (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

indicated that grades assigned for completion of academic courses were not being applied consistently,

the student participation portion of the policy addressing Academic Improvement Plans was incorrect.

Standard IX: Graduation Requirements

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the High School transcripts from e-School and the transcripts for Triand were not consistent. The e-School transcripts reflected numerous courses and grades that were not reflected on the Triand transcripts. The district made an attempt to correct this issue but was unable to do so,

the Smart Core Policy was incorrect.

Standard XII: Special Education

The comprehensive review revealed, based on the phone conversation to the Public School Program Manager with ADE Special Education Unit on Tuesday, April 08, 2014, the District was monitored during the 2013-14 school year and found to be in in compliance.

CONCLUSION

The Arkansas Department of Education OSR was conducted in accordance with Rules and Regulations Governing Arkansas Department of Education Regulatory Authority under Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The review included interviews of staff, examination of documents and classroom visits at the school. The information obtained substantiates the following:

There is sufficient evidence to conclude the following:

1. The District is not in full compliance with all Standards for Accreditation.

2. The Commissioner and ADE Legal Staff will recommend corrective action.

FINAL SUMMARY

Final summary based upon evidence submitted to the ADE by SIA Tech Charter School District is that the district has compliance issues with areas of policy, curriculum and student records for the 2013-2014 school year. The areas of curriculum and students records identified do not appear to be reconcilable at this time.

RECOMMENDATION

It is the recommendation of the Division of Public School Accountability that the District take appropriate measures to come into full compliance with the Standards for Accreditation.

Submitted by:

Johnie Walters
Standards Assurance Unit

Approved by:

Mr. John Hoy
Assistant Commissioner
Division Public School Accountability

Arkansas Department of Education
Visit Form

Date 9/2/14

School District STA Tech Superintendent K. Tatum Phone Number 562-0395

Discussion Areas ADE Unit Standards

Transcript related issues were identified in date entry errors.
Today, the district will hand enter grades to see if they can balance TRIAND with ESchool Transcripts of students who have graduated the Spring of 2014.
The district will deliver updated transcripts to the ADE by noon, Tuesday, April 3, 2014.
They need to be consistent with application of grades. Choose between numerical / alphabetic.
On the TRIAND Transcript there is a discrepancy of Total Smart Core Credits and Total Credits earned. As of today (present time) the district does not have any Smart Core students. All Core students have the potential to have the discrepancy in Smart Core Credits and Total Credits Earned.

1 of 3

ADE

District

Kathie Ta Dim
Superintendent

School District SIATech Superintendent Katie Tatum Phone Number 562-0395

ADE Unit Standards

Discussion Areas

Handbook –
- Index does not match text of Handbook –
- #20 Homework Policy –
- #22 - Parental Inv. Plan in NB – (worked 6-15-1702)
- #25 - ("Florida") law –
- #26 - 504/IEP (excused + unexcused absence policy)
- #27 - NO appeal for parents – P.18 (excused/unexcused policy)
- #30 - 5-21 Free + Appropriate Education policy
- #37 - Smartcore policy (P.14-15) (22.5 units) M/C History
- #52 - AIP Remediation Statement – "Shall be retained" P.16 NOT receive credit"

2 of 3

ADE

Kathi Tatum
District Superintendent

Arkansas Department of Education
Visit Form
Date 04/02/14

School District STA Tech Superintendent Katie Tatum Phone Number 562-6395

Discussion Areas ADE Unit Standards

Curriculum – (MATH)
- There is no alignment to a 4th credit course for a "smart core" student.

- Algebra I – 96% alignment
- Algebra II – 76% alignment
- Geometry – 83% alignment

} with ADE Common Core Requirements.

(Based on review of all 5 (five) modules available for Math –

English Language Arts –
- Consists of 4 (four) modules – Reviewed by team
- Does not appear to be aligned to the current ADE Common Core State Standards –
- On track to align for 2014-15 school year –
- Reading passages below 9-12 level
- writing assignments below 9-12 level
- Dual Common Frameworks are outdated –

Social Studies –

World History – (specifically) – is not aligned to ADE Common Core Standards in either Literacy for History + Soc. Studies, Science + Tech Subjects and – The depth + rigor does not appear to be present –

3 of 3

ADE

District
Katie Tatum
Superintendent

SIATech

- Lack of highly qualified teachers in math and science
- Student performance from ESEA Reports–

	Literacy			Mathematics		
	%Tested	# Achieved	% Achieved	%Tested	# Achieved	% Achieved
2012	54	0	0	67	0	0
2013	52.24	1	3.57	68.18	3	16.67

- On December 3, 2013, Mary Perry and Lisa Crook met with SIATech staff who expressed that the performance levels on state assessments were expected for the student population, stating –
  - Students typically perform at 2nd-3rd grade levels
  - Performance at the 6th grade level is extremely high
  - Students graduate by receiving course credits (18 in 2011-2012 and 47 in 2012-2013)

  M. Perry expressed great concern that charter leaders see no urgency to improve student performance
- SIATech enlisted APSRC to assist with plan to assess more students
- SIATech board minutes from December 19, 2013, reflect that ADE staff met with charter staff about test schools and states, "our test scores are low, as expected for a school working with a highly mobile population." See top of page 2 at http://www.siatech.org/about/Board/AR/2013-14/2013_Dec19_ARBdMin.pdf
- TRIAND transcripts for SIATech graduates were reviewed and revealed –
  - No graduate transcripts showed any courses take at SIATech
  - Transcripts with fewer credits than required for graduation
  - Some students were overage when beginning the last year
- On March 17, 2014, Mary Perry and Sky Bledsoe met with the SIATech director and APSRC staff where-
  - A plan to account for more students tested was shared
  - No actions to improve student performance were mentioned until M. Perry asked and was told about the use of student folders
  - It was stated that a licensed science teacher has been hired, but the math teacher was unable to take the Praxis in February
  - When asked about student transcripts showing no courses take at SIATech, the director stated there was an eSchool problem that caused no courses to show on the transcripts

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A.C.A. § 6-15-202 (Copy w/ Cite) Pages: 8

A.C.A. § 6-15-202

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*** Legislation is current through the 2013 Regular Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** November15, 2013. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 15 Educational **Standards** and Quality Generally
Subchapter 2 -- The Quality Education Act of 2003

A.C.A. § 6-15-202 (2014)

6-15-202. Accreditation -- Development of regulations and standards.

(a) (1) The State Board of Education is authorized and directed to develop comprehensive regulations, criteria, and **standards** to be used by the state board and the Department of Education in the **accreditation** of school programs in elementary and secondary public schools in this state.

(2) In its regulations, criteria, and **standards** promulgated under this subchapter, the state board shall include a provision regarding the attainment of unitary status for school districts that have not been released from court supervision over desegregation obligations.

(b) (1) All public schools and school districts shall meet the **Standards** for **Accreditation** of Arkansas Public Schools and School Districts that shall be adopted by the state board.

(2) (A) Except as provided under subdivisions (b)(2)(B)-(E) of this section, upon a showing of just cause, the state board may grant a waiver of any **standard** for **accreditation** for a time period of no longer than one (1) school year, except that no curriculum, student performance, school performance, or any **standard** required by law may be waived for any time period.

(B) The state board may grant a waiver of a **standard** for **accreditation** for a time period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) combined or embedded course if:

(i) The school district timely makes an application for approval of the combined or embedded course to the department under the rules adopted by the state board;

(ii) The school district certifies in writing to the state board that all of the curriculum frameworks for the two (2) separate courses will be fully taught in the proposed combined or embedded course;

(iii) The department verifies in writing to the state board that all of the curriculum frameworks for the two (2) separate courses are included in the proposed combined or

embedded course; and

(iv) The proposed combined or embedded course meets all requirements for course approval under the rules adopted by the state board.

(C) The state board shall grant a waiver of a **standard** only for **accreditation** for proposed combined or embedded courses in grades five through twelve (5-12).

(D) If the state board subsequently revises the curriculum frameworks for either of the separate courses that are combined or embedded into a single course, a school district must submit a new waiver request for a combined or embedded course as set forth in subdivisions (b)(2)(B)-(C) of this section.

(E) It is a violation of the **Standards** for **Accreditation** of Arkansas Public Schools and School Districts for a school to fail to teach the curriculum frameworks for each separate course that is combined or embedded into a single course.

(F) The state board shall promulgate rules necessary to administer subdivisions (b)(2)(B)-(E) of this section.

(3) A school district is deemed to have failed to meet the **standards if on any standard** applicable to the general operation of a school district as defined by the state board the school district receives a probationary status.

(4) A school is deemed to have failed to meet the **standards if on any standard** applicable to the specific operation of that school as defined by the state board the school receives a probationary status.

(c) The state board shall promulgate rules and regulations setting forth:

(1) The process for identifying schools and school districts that fail to meet the **standards;**

(2) Enforcement measures the state board may apply to bring a school or school district into compliance with the **standards,** including, but not limited to, annexation, consolidation, or reconstitution of the school district in accordance with § 6-13-1401 et seq. and this subchapter; and

(3) The appeal process available to a school district under this subchapter.

(d) After the regulations are adopted and implemented by the state board, **standards** and procedures shall regularly be reviewed by the House Committee on Education and the Senate Committee on Education at least one (1) time every two (2) years, and recommendations and advice may be filed by the committees with the state board for its consideration.

(e) (1) The department shall conduct an on-campus **Standards** for **Accreditation** of Arkansas Public Schools and School Districts review for each school district in the state no less than one (1) time every four (4) years.

(2) The department may visit any school campus for an on-campus **Standards** for **Accreditation** of Arkansas Public Schools and School Districts review at other additional times as determined necessary by the Commissioner of Education or the state board.

(f) The commissioner may require that the superintendent of each school district file a written statement with the department as evidence that the school district for which the superintendent is responsible has complied with any or all of the following statutory requirements:

(1) Section 6-10-111(d)-(f) concerning the Equity Assistance Center;

(2) Section 6-11-129(a)(1) concerning data to be accessible on the department's website;

(3) Section 6-13-109 concerning employment of a school superintendent;

(4) Section 6-13-620 concerning powers and duties of the local school district board of directors;

(5) Section 6-13-801 et seq. concerning educational compacts;

(6) Section 6-15-202(b)(1) concerning **accreditation;**

(7) Section 6-15-401 et seq. concerning the Arkansas Comprehensive Testing, Assessment, and Accountability Program;

(8) Section 6-15-502 concerning home schools;

(9) Section 6-15-902 concerning grading scale;

(10) Section 6-15-1004 concerning qualified teachers;

(11) Section 6-15-1101(b) concerning diplomas;

(12) Section 6-15-1402 concerning the school performance report;

(13) Section 6-15-1603 concerning closing the achievement gap;

(14) Section 6-15-1701 et seq. concerning a parental involvement plan;

(15) Section 6-15-2009 concerning remedial instruction;

(16) Section 6-16-102 concerning school day;

(17) Section 6-16-103 concerning course of study generally;

(18) Section 6-16-124 concerning Arkansas history;

(19) Section 6-16-126 concerning food handling safety;

(20) Section 6-16-130 concerning visual art and music;

(21) Section 6-16-132 concerning physical education;

(22) Section 6-16-1002 concerning health education;

(23) Section 6-16-1003 concerning oral health **standards;**

(24) Section 6-16-1201 et seq. concerning advanced placement and concurrent enrollment;

(25) Section 6-17-102 concerning emergency first aid personnel;

(26) Section 6-17-201 concerning personnel policies;

(27) Section 6-17-309 concerning licensure;

(28) Section 6-17-401 et seq. concerning teacher's license requirement;

(29) Section 6-17-2301 concerning establishment of personnel policies;

(30) Section 6-17-2403 concerning teacher compensation;

(31) Section 6-18-101 concerning qualifications for valedictorian and salutatorian;

(32) Section 6-18-201 et seq. concerning compulsory attendance;

(33) Section 6-18-202 concerning age and residence for attending public schools;

(34) Section 6-18-207 concerning minimum age for enrollment in public school;

(35) Section 6-18-211 concerning attendance for students in grades nine through twelve (9-12);

(36) Section 6-18-213 concerning attendance records and reports generally;

(37) Section 6-18-223 concerning credit for college courses;

(38) Section 6-18-501 et seq. concerning guidelines for development of school district student discipline policies and written student discipline policies;

(39) Section 6-48-101 et seq. concerning alternative learning environments;

(40) Section 6-48-103 concerning assessment and intervention in alternative learning environments;

(41) Section 6-18-701 et seq. concerning physical examinations;

(42) Section 6-18-1005 concerning a student services program;

(43) Section 6-19-101 concerning transportation;

(44) Section 6-20-2202 concerning the budget and expenditure report;

(45) Section 6-21-106 concerning fire hazards inspection prior to closing for breaks;

(46) Section 6-21-112 concerning school facilities;

(47) Section 6-25-101 et seq. concerning the public school library media and technology;

(48) Section 6-41-101 et seq. concerning services to children with disabilities in nonpublic schools;

(49) Section 6-42-101 concerning gifted and talented children; and

(50) Any other statutory mandate for school districts identified by the department as relevant to the **Standards** for **Accreditation** of Arkansas Public Schools and School Districts.

(g) In addition to any written statement of assurance required under subsection (f) of this section, the department may conduct an on-site review of a school district to confirm that a school district has complied with any statutory requirements listed in subsection (f) of this section or any other matter related to the **standards.**

(h) The department shall establish a form for the written statement of assurance required under subsection (f) of this section and shall establish a date or dates by which school districts shall submit the written statement of assurance required under subsection (f) of this section.

(i) If any superintendent fails to file a written statement of assurance as required by the commissioner under subsection (f) of this section by the date established by the department or knowingly submits false information or if the department determines the information in the statement is inaccurate or incomplete, the department may:

(1) Conduct a random on-site visit;

(2) Request additional information from the school district;

(3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or

(4) Find the school or school district in citation or probationary violation of the **Standards** for **Accreditation** of Arkansas Public Schools and School Districts.

HISTORY: Acts 1983, No. 445, § 4; A.S.A. 1947, § 80-4604; Acts 1997, No. 112, § 3; 2003, No. 1467, § 2; 2005, No. 1684, § 1; 2005, No. 2131, § 26; 2007, No. 54, § 2; 2007, No. 829, § 2; 2011, No. 1118, § 1; 2013, No. 421, § 1; 2013, No. 1138, §§ 15, 16.

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Social Studies

04/02/14
Maggie + Randall

World History —
SATech World history curriculum is not aligned to Common Core Literacy Standards for History / Social Studies, Science, & Technical Subjects.

SATech World history curriculum is weakly aligned to ADE Curriculum Frameworks for World History —
Some Student Learning Expectations and Content Standards are not fully addressed and do not have the rigor & depth of a high school World History course.

ConTech Mathematics™ Curriculum Alignment 2013

AI 96% AII 76% Geom 83%

Number & Quantity

The Real Number System: Extend the properties of exponents to rational exponents. (N-RN)

Standard	Activities	Resources	Assessment Strategies	Power Standards
AII 1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.*	**Mod 1**-Unit 3: Exponents & Complex **Mod 4**-Unit 25: Rules for Exponents & Radicals **Mod 5**- Unit 30: Properties of Exponential Functions, Exponential & Logarithmic Functions **Math for College Readiness** **Algebra Review**	ConTech Math	Formative assessments and scaffolding in Modules 1 and 4 with summative testing in Module 5 at the lesson and module level.	
AII 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	**Mod 4**: Exponents & Radicals **Mod 5**: Solving Problems: Exponential & Logarithmic **Math for College Readiness** **Algebra Review**	ConTech Math	Scaffolding in Modules 1 and 4 with assessment in Module 5, Math for College Readiness and Algebra Review.	

The Real Number System: Use properties of rational and irrational numbers. (N-RN)

Standard	Activities	Resources	Assessment Strategies	Power Standards

ConTech Mathematics™ Curriculum Alignment 2013

AI	3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	**Mod 1**-Unit 2: Decimals, Fractions, and Percents; **Mod 4**-Unit 24: Rational Expressions **Algebra Review** **Math for College Readiness**	ConTech Math	Tested in lesson 10 on the number family indirectly Tested in Module 4 This is also addressed in Module 2 in units 12 and 15 when calculating with π.	

Quantities: Reason quantitatively and use units to solve problems. (N-Q)

Standard	Activities	Resources	Assessment Strategies	Power Standards
FI 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	**Mod 1**- Unit 1& 6: Integers and Whole Numbers, Real Life Uses of Equations **Mod 2**- Unit 7, 9, 11-15: Focus on Geometry; Polygons: Similarity, Scale Tool in AutoCAD, Perimeter & Area, Circles, Special Calculations, Going 3D, Special 3D Shapes **Liberal Arts Math 1** **Math for College Readiness** CCSS Activities	ConTech Math AutoCAD	AutoCAD Drawings, worksheets, quizzes, lesson practice and mastery tests, unit mastery tests, module tests, and CCSS activities.	
FI AII 2. Define appropriate quantities for the purpose of descriptive modeling.	**Mod 1**- Unit 1 & 6: Integers and Whole Numbers, Real Life	ConTech Math AutoCAD	AutoCAD Drawings, worksheets, quizzes, lesson practice and mastery tests, unit mastery tests.	

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		Uses of Equations **Mod 2**- Unit 7, 9, 11-15: Focus on Geometry; Polygons: Similarity, Scale Tool in AutoCAD, Perimeter & Area, Circles, Special Calculations, Going 3D, Special 3D Shapes **Liberal Arts Math 1** **Math for College Readiness** CCSS Activities		module tests, CCSS activities.
AI	3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	**Mod 1**- Unit 1 Integers and Whole Numbers **Mod 2**- Unit 7, 9, 11-15: Focus on Geometry; Polygons: Similarity, Scale Tool in AutoCAD, Perimeter & Area, Circles, Special Calculations, Going 3D, Special 3D Shapes, **Liberal Arts Math 1:** Financial Planning and Applying Geometry. **Math for College Readiness** CCSS Activities	ConTech Math NROC Math	AutoCAD Drawings, worksheets, quizzes, lesson practice and mastery tests, unit mastery tests, module tests, CCSS activities.

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The Complex Number System: Perform arithmetic operations with complex numbers. (N-CN)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	**Pre-Calculus Topics**Real solutions versus imaginary are touched on in Mod 3, 5 and**Math for College Readiness** with the study of Quadratic functions.	ConTech Math NROC Math Hippocampus	Lessons and activities	
2. Use the relation $i^2 = -1$ and the commutative, associative, anddistributive properties to add, subtract, and multiply complexnumbers.	**Mod 1**: Unit 1: Integers & Whole Numbers; Unit 2: Decimals, Fractions, and Percents; Unit 3: Exponents & Complex Calculations; Unit 4: Introduction to Algebra; Unit 5: Introduction to Equations; Unit 6: Real Life Uses of Equations. Real numbers only, needs supplementing.	ConTech Math Plato	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests.	
3. (+) Find the conjugate of a complex number; use conjugates to findmoduli and quotients of complex numbers.	Needs supplementing, only done in radicals and rationalizing.			

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The Complex Number System: Represent complex numbers and their operations on the complex plane. (N-CN)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. (+) Represent complex numbers on the complex plane in rectangularand polar form (including real and imaginary numbers), and explainwhy the rectangular and polar forms of a given complex numberrepresent the same number.	Real numbers only: **Mod 1** in one dimension; **Mod 2, 3 & 4**in two dimensions in rectangular and polar coordinates. **Math for College Readiness** **Liberal Arts Math 1** **Algebra Review** Needs supplementing for imaginary numbers.	ConTech Math AutoCAD Khan Math Videos	AutoCAD Drawings in rectangular and polar coordinates, worksheets, lesson practice and mastery tests, unit mastery tests, module tests.	
5. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. *For example,* $(-1 + \sqrt{3}\,i)^3 = 8$ *because* $(-1 + \sqrt{3}\,i)$ *has modulus2 and argument* 120°.	Needs supplementing			
6. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as theaverage of the numbers at its endpoints.	**Mod 2-Unit 13:** Special Calculations**Mod 4-Unit 23:** Graphs of Linear Equations **Mod 5-Unit 28:** Coordinates and Curve	ConTech Math Khan Math Videos	AutoCAD projects, worksheets, lesson practice and mastery tests, module tests.	

The Complex Number System: Use complex numbers in polynomial identities and equations. (N-CN)

ConTech Mathematics™ Curriculum Alignment 2013

Standard	Activities	Resources	Assessment Strategies	Power Standards
7. Solve quadratic equations with real coefficients that have complex solutions.	**Mod 3- Unit 19:** Functions **Mod 4: Unit 22:** Factoring Polynomials & Equations **Math for College Readiness: Unit 10**	ConTech Math NROC Math Khan Math Videos	Small group interaction, worksheets, lesson practice, lesson mastery tests, module tests, CCSS activities.	
8. (+) Extend polynomial identities to the complex numbers. *For example, rewrite* $x^2 + 4$ *as* $(x + 2i)(x - 2i)$.	Needs supplementing			
9. (+) Know the Fundamental Theorem of Algebra; show that it is true forquadratic polynomials.	**Mod 3-Unit 19:** Functions **Mod 4-Unit 22:** Factoring Polynomials & Equations **Math for College Readiness Algebra Review**	ConTech Math NROC Math Khan Math Videos	Small group interaction, worksheets, lesson practice, lesson mastery tests, module tests.	

Vector and Matrix Quantities: Represent and model with vector quantities. (N-VM)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. (+) Recognize vector quantities as having both magnitude anddirection. Represent vector quantities by directed line segments, anduse appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).	Needs supplementing in math but is in Physics	Plato Khan Videos NROC Videos		
2. (+) Find the components of a vector by subtracting the coordinates ofan initial point from the coordinates of a terminal point.	Needs supplementing in math but is in	Plato Khan Videos		

ConTech Mathematics™ Curriculum Alignment 2013

	Physics	NROC Videos
3. (+) Solve problems involving velocity and other quantities that can berepresented by vectors.	Needs supplementing in Math but is in Physics	Plato Khan Videos NROC Videos

Vector and Matrix Quantities: Perform operations on vectors. (N-VM)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. (+) Add and subtract vectors. a. Add vectors end-to-end, component-wise, and by theparallelogram rule. Understand that the magnitude of a sum oftwo vectors is typically not the sum of the magnitudes. b. Given two vectors in magnitude and direction form, determine themagnitude and direction of their sum. c. Understand vector subtraction v – w as v + (–w), where –w is theadditive inverse of w, with the same magnitude as w and pointingin the opposite direction. Represent vector subtraction graphicallyby connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Needs supplementing in math but is in Physics	Plato Khan Videos NROC Videos		
5. (+) Multiply a vector by a scalar. a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$. b. Compute the magnitude of a scalar multiple cv using $\|cv\| = \|c\|v$. Compute the direction of cv knowing that when $\|c\|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).	Needs supplementing in math but is in Physics	Plato Khan Videos NROC Videos		

Vector and Matrix Quantities: Perform operations on matrices and use matrices in applications. (N-VM)

ConTech Mathematics™ Curriculum Alignment 2013

Standard	Activities	Resources	Assessment Strategies	Power Standards
6. (+) Use matrices to represent and manipulate data, e.g., to representpayoffs or incidence relationships in a network.	Mod 4-unit 26 Math for College Readiness Part 3 Algebraic and Geometric Connections	ConTech Math Plato Khan Videos NROC Videos	Small group interaction, offline activities, lesson practice, lesson mastery tests, module mastery tests, semester exams	
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as whenall of the payoffs in a game are doubled.	Math for College Readiness Algebraic and Geometric Connections	ConTech Math Plato Khan Videos NROC Videos	Small group interaction, offline activities, lesson practice, lesson mastery tests, semester exams	
8. (+) Add, subtract, and multiply matrices of appropriate dimensions.	Math for College Readiness Algebraic and Geometric Connections	ConTech Math Plato Khan Videos NROC Videos	Small group interaction, offline activities, lesson practice, lesson mastery tests, semester exams	
9. (+) Understand that, unlike multiplication of numbers, matrixmultiplication for square matrices is not a commutative operation, butstill satisfies the associative and distributive properties.	Mod 4-unit 26 Math for College Readiness Part 3 Algebraic and Geometric Connections	ConTech Math Plato Khan Videos NROC Videos	Small group interaction, offline activities, lesson practice, lesson mastery tests, module mastery tests, semester exams	
10. (+) understand that the zero and identity matrices play a role in matrixaddition and multiplication similar to the role of 0 and 1 in the realnumbers. The determinant of a square matrix is nonzero if and only ifthe matrix has a multiplicative inverse.	Mod 4-unit 26 Math for College Readiness Part 3 Algebraic and Geometric Connections	ConTech Math Plato Khan Videos NROC Videos	Small group interaction, offline activities, lesson practice, lesson mastery tests, module mastery tests, semester exams	
11. (+) Multiply a vector (regarded as a matrix with one column) by	Needs supplementing	Plato		

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a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.		Khan Videos NROC Videos		
12. (+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Needs supplementing			

Algebra

Seeing Structure in Expressions: Interpret the structure of expressions. (A-SSE)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	Mod 1-Units 4-6: Mod 3-Units 18-21 Mod 4-Units 22-26 Mod 5-Units 27-30 Math for College Readiness Algebra Review	ConTech Math NROC Algebra Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	
2. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Mod 1-Unit 4 Mod 4- Unit22 Math for College Readiness Algebra Review	ConTech Math Plato NROC Algebra Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

Seeing Structure in Expressions: Write expressions in equivalent forms to solve problems. (A-SSE)

Standard	Activities	Resources	Assessment Strategies	Power Standards
3. Choose and produce an equivalent form of an expression to reveal	Mod 1-Unit 4 Mod 4-Unit 22	ConTech Math Plato	Worksheets, lesson practice and mastery tests, unit mastery tests,	

andexplain properties of the quantity represented by the expression.*	Mod 5-Unit 30 Math for College Readiness Algebra Review Math for College Success	NROC Algebra Khan Videos	module tests, small group interactions and CCSS activities.	
AI a. Factor a quadratic expression to reveal the zeros of the function itdefines.				
AI b. Complete the square in a quadratic expression to reveal themaximum or minimum value of the function it defines.				
c. Use the properties of exponents to transform expressions forexponential functions. For example the expression 1.15^t can berewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximateequivalent monthly interest rate if the annual rate is 15%.				
4. Derive the formula for the sum of a finite geometric series (when thecommon ratio is not 1), and use the formula to solve problems. Forexample, calculate mortgage payments.*	Liberal Arts Math 1 Algebraic and Geometric Connections	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities.	

Arithmetic with Polynomials and Rational Expressions: Perform arithmetic operations on polynomials (A –APR)

Standard	Activities	Resources	Assessment Strategies	Power Standards
AI 1. Understand that polynomials form a system analogous to the integers,namely, they are closed under the operations of addition, subtraction,and multiplication; add, subtract, and multiply polynomials.	Mod 4-Unit 22 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

Arithmetic with Polynomials and Rational Expressions: Understand the relationship between zeros and factors of polynomials (A –APR)

Standard	Activities	Resources	Assessment Strategies	Power Standards

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2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).	Mod 4-Unit 24 but needs more supplemented	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities.
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the functiondefined by the polynomial.	Mod 3-Unit 19 Mod 4-Unit 22 Mod 5-Unit 29 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.

Arithmetic with Polynomials and Rational Expressions: Use polynomial identities to solve problems (A –APR)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. Prove polynomial identities and use them to describe numericalrelationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2+(2xy)^2$ *can be used to generate Pythagorean triples.*	Mod 4-Unit 22 used but not proved. Needs supplementing	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities.	
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.1	Mod 4-Unit 22 Needs more	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities.	

Arithmetic with Polynomials and Rational Expressions: Rewrite rational expressions(A –APR)

Standard	Activities	Resources	Assessment Strategies	Power Standards
6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ arepolynomials with the degree of $r(x)$ less than the degree of $b(x)$,	Mod 4 Mod 5 Needs more	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group	

usinginspection, long division, or, for the more complicated examples, acomputer algebra system.			interactions and activities.	
7. (+) Understand that rational expressions form a system analogous to the rational numbers: closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Mod 4-Unit 24 Mod 5-Unit 29 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

Creating Equations*: Create equations that describe numbers or relationships (A –CED)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Create equations and inequalities in one variable and use them tosolve problems. *Include equations arising from linear and quadraticfunctions, and simple rational and exponential functions.*	Mod 1-Units 5- 6 Mod 2-Units 8-16 Mod 3-Units 17-21 Mod 4-Units 22 Mod 5-Unit 30 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labelsand scales.	Mod 3-Unit 18-21Mod 4-Unit 23 & 26 Mod 5-Units 27-30 Math for College	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities. Algebra 2 semester exams coming	

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	Readiness Math for College Success Algebra Review			
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Mod 3-Unit 21 Mod 5-Unit 27-30 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	
4. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law V = IR to highlight resistance R.*	Mod 1-Unit 6 Mod 3-Unit 18 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and activities	

Reasoning with Equations and Inequalities: Understand solving equations as a process of reasoning and explain the reasoning (A -RE I)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Explain each step in solving a simple equation as following from theequality of numbers asserted at the previous step, starting from theassumption that the original equation has a solution.	Mod 1- Unit 5-6 Mod 3-Unit 18 Mod 4-Unit 22 Math for College Readiness Math for College Success	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

ConTech Mathematics™ Curriculum Alignment 2013

Algebra Review

Standard	Activities	Resources	Assessment Strategies	Power Standards
2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Mod 1-Units 5-6 Mod 4-Unit 24 Mod 5-Unit 27 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

Reasoning with Equations and Inequalities: Solve equations and inequalities in one variable (A -RE I)

Standard	Activities	Resources	Assessment Strategies	Power Standards
3. Solve linear equations and inequalities in one variable, includingequations with coefficients represented by letters.	Mod 1-Unit 5-6 Mod 3-Unit 18 & 21 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	
4. Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), takingsquare roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$for real numbers a and b.	Mod 1-Unit 5 Mod 3-Unit 19 Mod 4-Unit 22 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, unit mastery tests, module tests, small group interactions and CCSS activities.	

ConTech Mathematics™ Curriculum Alignment 2013

Reasoning with Equations and Inequalities: Solve systems of equations (A -RE I)

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	**Mod 3:** Unit 20 **Mod 4:** Unit 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, module tests, small group interactions and activities. CCSS activities.	
6. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	**Mod 3:** Unit 20 **Mod 4:** Unit 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, module tests, small group interactions and activities. CCSS Activities	
7. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.*	Math for College Readiness Math for College Success Algebra Review Need more.	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities.	
8. (+) Represent a system of linear equations as a single matrix equationin a vector variable.	**Mod 4:** Unit 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities.	
9. (+) Find the inverse of a matrix if it exists and use it to solve systems	**Mod 4:** Unit 26	ConTech Math	Worksheets, lesson practice and	

of linear equations (using technology for matrices of dimension 3 × 3 or greater).	Math for College Readiness Math for College Success Algebra Review	Plato Khan Videos	mastery tests, small group interactions and activities. CCSS Activities.

Reasoning with Equations and Inequalities: Represent and solve equations and inequalities graphically (A -REI)

Standard	Activities	Resources	Assessment Strategies	Power Standards
10. Understand that the graph of an equation in two variables is the set ofall its solutions plotted in the coordinate plane, often forming a curve(which could be a line).	**Mod 3:** Unit 19-20 **Mod 4:** Unit 23, 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities.	
11. Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, andlogarithmic functions.*	**Mod 3:** Unit 19-20 **Mod 4:** Unit 23, 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activity.	
12. Graph the solutions to a linear inequality in two variables as a half-plane(excluding the boundary in the case of a strict inequality), andgraph the solution set to a system of linear inequalities in two variablesas the intersection of the corresponding half-planes.	**Mod 3:** Unit 21 **Mod 4:** Unit 26 Math for College Readiness Math for College Success Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities.	

ConTech Mathematics™ Curriculum Alignment 2013

Functions

Interpreting Functions: Understand the concept of a function and use function notation (F-IF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Understand that a function from one set (called the domain) toanother set (called the range) assigns to each element of the domainexactly one element of the range. If *f* is a function and *x* is an elementof its domain, then *f(x)* denotes the output of *f* corresponding to theinput *x*. The graph of *f* is the graph of the equation *y* = *f(x)*.	**Mod 3:** Unit 19-20: **Mod 4:** Unit 20: **Liberal Arts Math 1** **Math for College Readiness** **Math for College Success** **Algebra Review**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests; CCSS activities.	
2. Use function notation, evaluate functions for inputs in their domains,and interpret statements that use function notation in terms of a context.	**Liberal Arts Math 1** **Math for College Readiness** **Math for College Success** **Algebra Review**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities	
3. Recognize that sequences are functions, sometimes definedrecursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ≥ 1.*	**Algebraic & Geometric Equations** **Need more.**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS activities	

Interpreting Functions: Interpret functions that arise in applications in terms of the context(F-IF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the	**Mod 3:** Unit 19-20 **Mod 4:** Unit 23, 26	ConTech Math NROC Math	Worksheets, lesson practice and mastery tests, small group	

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quantities,and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where thefunction is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	**Mod 5:** Units 27-30 **Math for College Readiness** **Algebra Review** **Liberal Arts 1** **Calculus**	Plato Khan Videos	interactions and activities. CCSS activities
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for thefunction.*	**Mod 3:** Unit 18-20 **Mod 5:** Units 29-30 **Math for College Readiness** **Algebra Review**	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests; CCSS activities
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	**Mod 3:** Unit 19 **Mod 4:** Unit 23 **Math for College Readiness** **Algebra Review**	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities

Interpreting Functions: Analyze functions using different representations(F-IF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
7. Graph functions expressed symbolically and show key features to the graph, by hand in simple cases and using technology for morecomplicated cases.*				
a. Graph linear and quadratic functions and show intercepts, maxima, and minima.	**Mod 3:** Unit 19 **Mod 4:** Unit 23 **Mod 5:** Unit 27-30 **Math for College Readiness** **Liberal Arts Math 1** **Algebra Review**	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS Activities	
b. Graph square root, cube root, and piecewise-defined functions,including step functions and absolute value functions.				
c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.				

ConTech Mathematics™ Curriculum Alignment 2013

d. (+) Graph rational functions, identifying zeros and asymptoteswhen suitable factorizations are available, and showing end behavior.				
e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.				
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.				
a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Mod 3: Unit 19 Mod 4: Unit 22-23 Mod 5: Unit 29-30 Math for College Readiness Liberal Arts Math 1 Algebra Review	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of changein functions such as* $y=(1.02)^t$, $y=(0.97)^t$, $y=(1.01)^{12t}$, $y=(1.2)^{t/10}$, *and classify them as representing exponential growth or decay.*				
9. Compare properties of two functions each represented in a differentway (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	**Mod 3:** Unit 19-20 **Mod 5:** Units 28-30 **Math for College Readiness** **Liberal Arts Math 1** **Algebra Review**	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS Activities	

Building Functions: Build a function that models a relationship between two quantities (F-BF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Write a function that describes a relationship between two quantities. *	Mod 3: Unit 19 Mod 5: Units 27-30 Liberal Arts Math 1 Math for College	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
a. Determine an explicit expression, a recursive process, or steps				

forcalculation from a context.		Readiness		
b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, andrelate these functions to the model.*				
c. (+) Compose functions. *For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of aweather balloon as a function of time, then T(h(t)) is the temperatureat the location of the weather balloon as a function of time.*				
2. Write arithmetic and geometric sequences both recursively andwith an explicit formula, use them to model situations, and translatebetween the two forms.*		Algebraic & Geometric Connections. Need more.	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.

Building Functions: Build new functions from existing functions(F-BF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
3. Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative);find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs andalgebraic expressions for them.*	Mod 3: Unit 19 Mod 5: Units 27-30 Liberal Arts Math 1 Math for College Readiness	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
4. Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function fthat has an inverse and write an expression for the inverse. Forexample, f(x) =2 x³ or f(x) = (x+1)/(x–1) for x ≠1.	Mod 5: Unit 29	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.	

ConTech Mathematics™ Curriculum Alignment 2013

b. (+) Verify by composition that one function is the inverse ofanother.				
c. (+) Read values of an inverse function from a graph or a table,given that the function has an inverse.				
d. (+) Produce an invertible function from a non-invertible functionby restricting the domain.				
5. (+) Understand the inverse relationship between exponents andlogarithms and use this relationship to solve problems involvinglogarithms and exponents.	Mod 5: Unit 30 Math for College Readiness	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.	

Linear, Quadratic, and Exponential Models *: Construct and compare linear, quadratic, and exponential models and solve problems (F-LE)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constantrate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	**Mod 3**: Unit 19 **Mod 4**: Unit 23 **Math for College Readiness** **Algebra Review**	ConTech Math NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
2. Construct linear and exponential functions, including arithmetic andgeometric sequences, given a graph, a description of a relationship, ortwo input-output pairs (include reading these from a	**Mod 3**: Unit 19 **Mod 4**: Unit 23 **Mod 5**: Unit 29-30	ConTech Math NROC Math Plato	Worksheets, lesson practice and mastery tests, small group interactions and activities. CCSS	

table).	Math for College Readiness	Khan Videos	activities
3. Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly,quadratically, or (more generally) as a polynomial function.	Mod 5: 30	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.
4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.		ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.

Linear, Quadratic, and Exponential Models *: Interpret expressions for functions in terms of the situation they model (F-LE)

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. Interpret the parameters in a linear or exponential function in terms of a context.	**Mod 3**: Unit 19 **Mod 4**: Unit 23 **Mod 5**:Unit 30 **Math for College Readiness** **Algebra Review** **Liberal Arts Math 1**	ConTech Mat NROC Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	

Trigonometric Functions: Extend the domain of trigonometric functions using the unit circle (F-TF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	**Trigonometry (under development)**	Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.	

ConTech Mathematics™ Curriculum Alignment 2013

2. Explain how the unit circle in the coordinate plane enables theextension of trigonometric functions to all real numbers, interpreted asradian measures of angles traversed counterclockwise around the unitcircle.	**Trigonometry (under development)**	Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities.	
3. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to expressthe values of sine, cosine, and tangent for π−*x*, π+*x*, and 2π−*x* in termsof their values for *x*, where *x* is any real number.	**Mod 2: Unit 16: Trigonometry; Trigonometry in Plato**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Senior Projects: Rockets, CCSS activities	
4. (+) Use the unit circle to explain symmetry (odd and even) andperiodicity of trigonometric functions.	Trigonometry (under development)			

Trigonometric Functions: Model periodic phenomena with trigonometric functions(F-TF)

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Trigonometry (under development)	Plato Khan Videos		
6. (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Trigonometry (under development)	Plato Khan Videos		
7. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, andinterpret them in terms of the context. *	**Mod 2: Unit 16: Trigonometry**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. Senior projects: Rockets, CCSS activities	

Trigonometric Functions: Prove and apply trigonometric identities (F-TF)

Standard	Activities	Resources	Assessment Strategies	Power Standards

ConTech Mathematics™ Curriculum Alignment 2013

8. Prove the Pythagorean identity sin2(θ) + cos2(θ) = 1 and use it to findsin(θ), cos(θ), or tan(θ) given sin(θ), cos(θ), or tan(θ) and the quadrantof the angle.	Trigonometry (under development)	Khan Videos	
9. (+) Prove the addition and subtraction formulas for sine, cosine, andtangent and use them to solve problems.	Trigonometry (under development)	Khan Videos	

Geometry

Congruence:Experiment with transformations in the plane (G-CO)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Know precise definitions of angle, circle, perpendicular line, parallelline, and line segment, based on the undefined notions of point, line,distance along a line, and distance around a circular arc.	Mod 2: Unit 7, 8, & 12 Mod 3: Unit 20 Mod 4: Unit 23 Math for College Readiness Algebra Review	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
2. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions thattake points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to thosethat do not (e.g., translation versus horizontal stretch).	Mod 2: Unit 13	ConTech Math Plato Khan Videos AutoCAD	Worksheets, AutoCAD, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
3. Given a rectangle, parallelogram, trapezoid, or regular polygon,describe the rotations and reflections that carry it onto itself.	Mod 2: Unit 13	ConTech Math AutoCAD	AutoCAD, worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
4. Develop definitions of rotations, reflections, and translations in	Mod 2: Unit 13	ConTech Math	Worksheets, lesson practice and	

ConTech Mathematics™ Curriculum Alignment 2013

termsof angles, circles, perpendicular lines, parallel lines, and line segments.		AutoCAD	mastery tests, small group interactions and activities. Module tests. CCSS activities
5. Given a geometric figure and a rotation, reflection, or translation,draw the transformed figure using, e.g., graph paper, tracing paper, orgeometry software. Specify a sequence of transformations that willcarry a given figure onto another.	Mod 2: Unit 13	ConTech Math AutoCAD	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities

Congruence: Understand congruence in terms of rigid motions (G-CO)

Standard	Activities	Resources	Assessment Strategies	Power Standards
6. Use geometric descriptions of rigid motions to transform figures andto predict the effect of a given rigid motion on a given figure; giventwo figures, use the definition of congruence in terms of rigid motionsto decide if they are congruent.	Mod 2: Unit 13	ConTech Math AutoCAD	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
7. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Mod 2: Unit 13	ConTech Math AutoCAD	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
8. Explain how the criteria for triangle congruence (ASA, SAS, and SSS)follow from the definition of congruence in terms of rigid motions.	Mod 2: Unit 10 & 13	ConTech Math AutoCAD Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	

Congruence: Prove geometric theorems (G-CO)

Standard	Activities	Resources	Assessment Strategies	Power Standards
9. Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines,*	Mod 2: Unit 8 Mod 3:Unit 23	ConTech Math AutoCAD	Worksheets, lesson practice and mastery tests, small group	

ConTech Mathematics™ Curriculum Alignment 2013

alternateinterior angles are congruent and corresponding angles are congruent;points on a perpendicular bisector of a line segment are exactly thoseequidistant from the segment's endpoints.		Plato Khan Videos	interactions and activities. Module tests. AutoCAD explorations. CCSS activities
10. Prove theorems about triangles. *Theorems include: measures of interioranglesof a triangle sum to 180°; base angles of isosceles triangles arecongruent; the segment joining midpoints of two sides of a triangle isparallel to the third side and half the length; the medians of a trianglemeet at a point.*	Mod 2: Unit 10	ConTech Math AutoCAD Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities
11. Prove theorems about parallelograms. *Theorems include: oppositesides are congruent, opposite angles are congruent, the diagonalsof a parallelogram bisect each other, and conversely, rectangles areparallelograms with congruent diagonals.*	Mod 2: Unit 10	ConTech Math AutoCAD Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities

Congruence: Make geometric constructions(G-CO)

Standard	Activities	Resources	Assessment Strategies	Power Standards
12. Make formal geometric constructions with a variety of tools andmethods (compass and straightedge, string, reflective devices,paper folding, dynamic geometric software, etc.). *Copying a segment;copying an angle; bisecting a segment; bisecting an angle; constructingperpendicular lines, including the perpendicular bisector of a line segment;and constructing a line parallel to a given line through a point not on theline.*	Liberal Arts Math 1	ConTech Math AutoCAD	Constructions and drawings.	
13. Construct an equilateral triangle, a square, and a regular hexagoninscribed in a circle.	Liberal Arts Math 1	ConTech Math AutoCAD	Constructions and drawings.	

Similarity, Right Triangles, and Trigonometry: Understand similarity in terms of similarity transformations (G-

ConTech Mathematics™ Curriculum Alignment 2013

SRT)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Verify experimentally the properties of dilations given by a center anda scale factor: a. A dilation takes a line not passing through the center of thedilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratiogiven by the scale factor.	**AutoCAD Activities** **Liberal Arts Math 1**	ConTech Math	**Constructions and drawings**	
2. Given two figures, use the definition of similarity in terms of similaritytransformations to decide if they are similar; explain using similaritytransformations the meaning of similarity for triangles as the equalityof all corresponding pairs of angles and the proportionality of allcorresponding pairs of sides.	**Mod 2:** Unit 9	ConTech Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
3. Use the properties of similarity transformations to establish the AAcriterion for two triangles to be similar.	**Mod 2:** Unit 9	ConTech Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	

Similarity, Right Triangles, and Trigonometry: Prove theorems involving similarity(G-SRT)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. Prove theorems about triangles. *Theorems include: a line parallel to oneside of a triangle divides the other two proportionally, and conversely; thePythagorean Theorem proved using triangle similarity.*	**Mod 2:** Unit 13	ConTech Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
5. Use congruence and similarity criteria for triangles to solve	**Mod 2:** Unit 9	ConTech Math	Worksheets, lesson practice and	

ConTech Mathematics™ Curriculum Alignment 2013

problemsand to prove relationships in geometric figures.		Plato Khan Videos	mastery tests, small group interactions and activities. Module tests.	

Similarity, Right Triangles, and Trigonometry: Define trigonometric ratios and solve problems involving right triangles (G-SRT)

Standard	Activities	Resources	Assessment Strategies	Power Standards
6. Understand that by similarity, side ratios in right triangles areproperties of the angles in the triangle, leading to definitions oftrigonometric ratios for acute angles.	**Mod 2**: Unit 16 Trigonometry	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. Math Senior projects: Rockets	
7. Explain and use the relationship between the sine and cosine ofcomplementary angles.	**Mod 2**: Unit 16 Trigonometry	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
8. Use trigonometric ratios and the Pythagorean Theorem to solve righttriangles in applied problems. *	**Mod 2**: Unit 13 & 16 Trigonometry	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. Math Senior Projects: Rockets	

Similarity, Right Triangles, and Trigonometry: Apply trigonometry to general triangles(G-SRT)

Standard	Activities	Resources	Assessment Strategies	Power Standards
9. (+) Derive the formula $A = 1/2\ ab\sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Trigonometry	Plato Khan Videos	Worksheets, lesson practice and mastery tests	
10. (+) Prove the Laws of Sines and Cosines and use them to solveproblems.	Trigonometry	Plato Khan Videos	Worksheets, lesson practice and mastery tests	

ConTech Mathematics™ Curriculum Alignment 2013

11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g.,surveying problems, resultant forces).	Trigonometry	Plato Khan Videos	Worksheets, lesson practice and mastery tests	

Circles: Understand and apply theorems about circles (G-C)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Prove that all circles are similar.	**Needs added**	Plato Khan Videos		
2. Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, andcircumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle*	Mod 2: Unit 12	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	
3. Construct the inscribed and circumscribed circles of a triangle, andprove properties of angles for a quadrilateral inscribed in a circle.	Liberal Arts Math 1	ConTech Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	
4. (+) Construct a tangent line from a point outside a given circle to thecircle.	Liberal Arts Math 1	ConTech Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	

Circles: Find arc lengths and areas of sectors of circles (G-C)

ConTech Mathematics™ Curriculum Alignment 2013

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. Derive using similarity the fact that the length of the arc interceptedby an angle is proportional to the radius, and define the radianmeasure of the angle as the constant of proportionality; derive theformula for the area of a sector.	**Needs added**			

Expressing Geometric Properties with Equations: Translate between the geometric description and the equation for a conic section (G-GPE)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center andradius of a circle given by an equation.	**Mod 5:** Unit 28	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
2. Derive the equation of a parabola given a focus and directrix.	**Mod 5:** Unit 28 Needs more to update	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
3. (+) Derive the equations of ellipses and hyperbolas given the foci,using the fact that the sum or difference of distances from the foci isconstant.	**Mod 5:** Unit 28 Not derived	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. .	

Expressing Geometric Properties with Equations: Use coordinates to prove simple geometric theorems algebraically (G-GPE)

Standard	Activities	Resources	Assessment Strategies	Power Standards

ConTech Mathematics™ Curriculum Alignment 2013

4. Use coordinates to prove simple geometric theorems algebraically. *Forexample, prove or disprove that a figure defined by four givenpoints in thecoordinate plane is a rectangle; prove or disprove that the point (1, √3) lieson the circle centered at the origin and containing the point (0, 2).*	**Mod 2:** CCSS activities	AutoCAD	CCSS activities
5. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a lineparallel or perpendicular to a given line that passes through a givenpoint).	**Mod 3:** Unit 19 **Mod 4:** Unit 23	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities
6. Find the point on a directed line segment between two given pointsthat partitions the segment in a given ratio.	**Mod 4:** Unit 23 **Liberal Arts Math 1**	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. Constructions
7. Use coordinates to compute perimeters of polygons and areas oftriangles and rectangles, e.g., using the distance formula. *	**Mod 2:** Unit 11	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities

Geometric Measurement and Dimension: Explain volume formulas and use them to solve problems(G-GMD)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Usedissection arguments, Cavalieri's principle, and informal limit arguments.*	**Mod 2:** Unit 12& 15	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	

ConTech Mathematics™ Curriculum Alignment 2013

2. (+) Give an informal argument using Cavalieri's principle for theformulas for the volume of a sphere and other solid figures.	Needs updated			
3. Use volume formulas for cylinders, pyramids, cones, and spheres to Solveproblems. *	Mod 2: Unit 15	ConTech Math AutoCAD Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	

Geometric Measurement and Dimension: Visualize relationships between two-dimensional and three-dimensionalobjects(G-GMD)

Standard	Activities	Resources	Assessment Strategies	Power Standards
4. Identify the shapes of two-dimensional cross-sections of three-dimensionalobjects, and identify three-dimensional objects generatedby rotations of two-dimensional objects.	Mod 5: Unit 28 CCSS activities	ConTech Math Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	

Modeling with Geometry: Apply geometric concepts in modeling situations (G-MG)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Use geometric shapes, their measures, and their properties to describeobjects (e.g., modeling a tree trunk or a human torso as a cylinder). *	Mod 2:Unit 8-10, 15-16	ConTech Math AutoCAD Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations. CCSS activities	
2. Apply concepts of density based on area and volume in modelingsituations (e.g., persons per square mile, BTUs per cubic foot). *	Mod 1and 2 CCSS activities	ConTech Math Plato Khan Videos	CCSS activities	

3. Apply geometric methods to solve design problems (e.g., designingan object or structure to satisfy physical constraints or minimize cost;working with typographic grid systems based on ratios). *	**Mod 2: Unit 14** **Math Senior Project: House**	ConTech Math AutoCAD Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. AutoCAD explorations.

Statistics and Probability

Interpreting Categorical and Quantitative Data: Summarize, represent, and interpret data on a single count or measurement variable (S-ID)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Represent data with plots on the real number line (dot plots, histograms, and box plots).	**Mod 3: Unit 17** **Liberal Arts Math 1**	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. Math Senior Projects Rockets, CCSS activities	
2. Use statistics appropriate to the shape of the data distribution tocompare center (median, mean) and spread (interquartile range,standard deviation) of two or more different data sets.	**Mod 3: Unit 17**	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points(outliers).	**Mod 3: Unit 19** **Math for College Readiness**	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS Activities	
4. Use the mean and standard deviation of a data set to fit it to a normaldistribution and to estimate population percentages.	Needs added	Excel Khan Videos		

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Recognize thatthere are data sets for which such a procedure is not appropriate.Use calculators, spreadsheets, and tables to estimate areas under thenormal curve.

Interpreting Categorical and Quantitative Data: Summarize, represent, and interpret data on two categorical and quantitative variables (S-ID)

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. Summarize categorical data for two categories in two-way frequencytables. Interpret relative frequencies in the context of the data(including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	**Mod 3: Unit 17:**	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
6. Represent data on two quantitative variables on a scatter plot anddescribe how the variables are related. a. Fit a function to the data; use functions fitted to data to solveproblems in the context of the data. *Use given functions or choosed function suggested by the context. Emphasize linear, quadratic, andexponential models.* b. Informally assess the fit of a function by plotting and analyzingresiduals. c. Fit a linear function for a scatter plot that suggests a linearassociation.	Mod 3: Unit 17 Math for College Readiness	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	

Interpreting Categorical and Quantitative Data: Interpret linear models (S-ID)

Standard	Activities	Resources	Assessment Strategies	Power Standards
7. Interpret the slope (rate of change) and the intercept (constant	**Mod 3: Unit 19**	ConTech Math	Worksheets, lesson practice and	

ConTech Mathematics™ Curriculum Alignment 2013

term)of a linear model in the context of the data.	**Mod 4:** Unit 23	Excel Plato Khan Videos	mastery tests, small group interactions and activities. Module tests. CCSS activities
8. Compute (using technology) and interpret the correlation coefficientof a linear fit.	Mod 3 Unit 17 CCSS activities	Excel Khan Videos	Worksheets graphing calculators
9. Distinguish between correlation and causation.		Excel Khan Videos	

Making Inferences and Justifying Conclusions: Understand and evaluate random processes underlying statistical experiments (S-IC)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Mod 3: Unit 17	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
2. Decide if a specified model is consistent with results from a given Data-generating process, e.g., using simulation. *For example, a model Says a spinning coin falls heads up with probability 0.5. Would a result of 5tails in a row cause you to question the model?*	Mod 3: Unit 17	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	

Making Inferences and Justifying Conclusions: Make inferences and justify conclusions from sample surveys, experiments, and observational studies(S-IC)

Standard	Activities	Resources	Assessment Strategies	Power Standards

ConTech Mathematics™ Curriculum Alignment 2013

3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomizationrelates to each.	**Mod 3** : unit 17	Completing and reviewing surveys results	Critical Thinking activity
4. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Mod 3: Unit 17	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.
5. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters aresignificant.	N/A	ConTech Science Labs	
6. Evaluate reports based on data.	Math for Liberal Art1 Mod 3 Unit 17	ConTech Science Labs	

Conditional Probability and the Rules of Probability: Understand independence and conditional probability and use them to interpret data (S-CP)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Mod 3: Unit 17:	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities	
2. Understand that two events *A* and *B* are independent if the probabilityof *A* and *B* occurring together is the product of their probabilities, anduse this characterization to determine if they are independent.	Mod 3: Unit 19	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions CCSS activities. Module tests.	

ConTech Mathematics™ Curriculum Alignment 2013

3. Understand the conditional probability of *A* given *B* as *P*(*A* and *B*)/*P*(*B*), and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.	Mod 3 Unit 17, Math for College Readiness	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions CCSS activities, Module tests.
4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	Mod 3: Unit 17	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS activities
5. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*	Mod 2: Unit 13: Data Analysis, Probability, & Statistics	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.

Conditional Probability and the Rules of Probability: Use the rules of probability to compute probabilities of compound events in a uniform probability model (S-CP)

Standard	Activities	Resources	Assessment Strategies	Power Standards
6. Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.	Mod 2: Unit 13: Data Analysis, Probability, & Statistics	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS Activities	
7. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.	Math for College Readiness	ConTech Math Plato	Worksheets, lesson practice and mastery tests, small group	

ConTech Mathematics™ Curriculum Alignment 2013

	Khan		interactions and activities. Module tests. CCSS Activities
8. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B | A) = P(B)P(A | B), and interpret the answerin terms of the model.	Extension of Mod 3 Unit 17	Plato NROC Math	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests. CCSS Activities
9. (+) Use permutations and combinations to compute probabilities of compound events and solve problems	Mod 3: Unit 17: & Statistics	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group CCSS activities interactions and activities. Module tests.

Using Probability to Make Decisions: Calculate expected values and use them to solve problems(S-MD)

Standard	Activities	Resources	Assessment Strategies	Power Standards
1. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph thecorresponding probability distribution using the same graphicaldisplays as for data distributions.	**An extension of Mod Unit 17 and Math for College Readiness**		**CCSS activities**	
2. (+) Calculate the expected value of a random variable;interpret it asthe mean of the probability distribution	Statistics Needs developed			
3. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated;find the expected value. *For example, find the theoretical probabilitydistribution for the number of correct answers obtained by guessing onall five questions of a multiple-choice test where each question has fourchoices, and find the expected grade under various grading schemes.*	CCSS activities		**CCSS projects**	

ConTech Mathematics™ Curriculum Alignment 2013

4. (+) Develop a probability distribution for a random variable definedfor a sample space in which probabilities are assigned empirically; find the expected value. *For example, find a current data distribution on thenumber of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*	Statistics needs developed		CCSS projects

Using Probability to Make Decisions: Use probability to evaluate outcomes of decisions(S-MD)

Standard	Activities	Resources	Assessment Strategies	Power Standards
5. (+) Weigh the possible outcomes of a decision by assigningprobabilities to payoff values and finding expected values. a. Find the expected payoff for a game of chance. *For example, findthe expected winnings from a state lottery ticket or a seafoodis 3:* b. Evaluate and compare strategies on the basis of expected*For example, compare a high-deductible versus a low-deductibleautomobile insurance policy using various, but reasonable, chances ofhaving a minor or a major accident.*	**Mod 3 Unit 17**	**ConTech Math Plato Khan Videos**	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
6. (+) Use probabilities to make fair decisions (e.g., drawing by lots, usinga random number generator).	Mod: Unit 17: Data Analysis, Probability, & Statistics	ConTech Math Excel Plato Khan Videos	Worksheets, lesson practice and mastery tests, small group interactions and activities. Module tests.	
7. (+) Analyze decisions and strategies using probability concepts (e.g.,product testing, medical testing, pulling a hockey goalie at the end ofa game).	Extension of Mod 3 Unit 17	**CCSS Activities**	**CCSS Activities**	

Johnie Walters (ADE)

From: Tatum, Katie <Katie.Tatum@siatech.org>
Sent: Thursday, April 24, 2014 5:10 PM
To: Johnie Walters (ADE)
Subject: Letter
Attachments: 1133_001.pdf

Dear Mr. Walters:
Mary Perry hand delivered the attached letter today bringing SIATech Charter High before the Charter Authorizing Panel in May. The problems that were identified were transcripts and curriculum. I understand the curriculum portion and action has been taken to address the issues, however, I am unsure why transcripts are still on the table since it was identified as programming error. After meeting with you in person, I was informed that I would receive a report from you regarding the findings from the investigation from the ADE Review Team. From the looks of this letter Ms. Perry and Dr. Kimbrell have received a copy of the findings from the review team. Is it possible for me to receive a copy of the report so that I can best prepare for the upcoming meeting?

Your time and understanding is appreciated.

Sincerely,
Katie

SIATech
Katie Hatley Tatum, Principal
Siatech Charter High School
6724 Interstate 30
Little Rock, AR 72209
office: 501-562-1850/fax: 501-562-7671
katie.tatum@siatech.org

What lies behind you and what lies in front of you, pales in comparison to what lies inside of you.

Ralph Waldo Emerson

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

State Board of Education

Brenda Gullett
Fayetteville
Chair

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Little Rock

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Newport

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Mireya Reith
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Little Rock

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Melbourne

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

An Equal Opportunity Employer

April 24, 2014

Ms. Katie Tatum, Director
School for Integrated Academics & Technologies Little Rock
6724 Interstate 30
Little Rock, Arkansas 72209

Re: Notice of Charter Authorizing Panel Hearing, May14, 2014
(Via Hand Delivery, Email Delivery, and Certified Mail)

Dear Ms. Tatum:

As you know, Arkansas Department of Education (ADE) Staff in the Standards Assurance Monitoring Unit conducted an onsite standards review at SIATech on April 2, 2014. Problems identified include curriculum that is not aligned to the Common Core State Standards and inconsistencies in student records that impact official transcripts.

This letter serves as notification the Charter Authorizing Panel will conduct a hearing concerning the School for Integrated Academics & Technologies Little Rock (SIATech) at the regularly scheduled meeting of the Panel on **May 14, 2014.** The meeting will begin at **8:30 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.** Please attend the meeting and bring with you any personnel and documentation necessary for you to address any questions presented by members of the Charter Authorizing Panel.

The hearing will be conducted pursuant to the legal authority and jurisdiction vested in the Charter Authorizing Panel by Ark. Code Ann. § 6-23-101 et seq. and the ADE Rules Governing Public Charter Schools (Charter School Rules). A copy of the Charter School Rules can be found, under the heading "Charter School Rules (PDF),"at the following link:

http://www.arkansased.org/divisions/legal/rules/current.

The hearing will be conducted pursuant to the procedures in Section 6.24 of the Charter School Rules.

The Charter Authorizing Panel may consider acting on SIATech's open-enrollment charter. Possible actions allowed by the statute include the placing the school on probation, modifying the open-enrollment charter, and revoking the charter.

Information or documents that you wish to submit for the Charter Authorizing Panel's consideration in advance of the meeting must be received in the Charter Office no later than 12:00 noon on May 5, 2014. Email the materials to ade.charterschools@arkansas.gov. Should you wish to make an **electronic presentation** to the Charter Authorizing Panel, a copy must be received in the Charter Office **no later than 4:00 p.m. on Monday, May 12, 2014**. Email the presentation to ade.charterschools@arkansas.gov. Please bring 20 copies of any materials to be provided to the Panel at the time of the meeting so that copies will be available for Panel members, other ADE staff, and the media.

If you have any questions, I may be reached by phone at (501) 682-4227 or by email at Kendra.Clay@arkansas.gov.

Respectfully,

Kendra Clay

Kendra Clay
Staff Attorney

C: Dr. Linda C. Dawson, SIATech CEO
Ms. Kris Mallory, SIATech Chief Instructional Officer, Teaching & Learning
Ms. Laurie Pianka, SIATech Director of Education Services, Central Area
Mr. Phillip Hood, Board Member, SIATech Little Rock
Mr. Ernie Murry, Board Member, SIATech Little Rock
Mr. Kenneth Summerville, Board Member, SIATech Little Rock
Mr. Essie Talley, Board Member, SIATech Little Rock

Johnie Walters (ADE)

From: Tatum, Katie <Katie.Tatum@siatech.org>
Sent: Friday, April 25, 2014 9:16 AM
To: Johnie Walters (ADE)
Cc: Mary Perry (ADE); Kendra Clay (ADE)
Subject: RE: Letter

Mr. Walters:
Thanks so much for your reply. Happy Friday ☺
Katie

From: Johnie Walters (ADE) [mailto:Johnie.Walters@arkansas.gov]
Sent: Friday, April 25, 2014 9:10 AM
To: Tatum, Katie
Cc: Mary Perry (ADE); Kendra Clay (ADE)
Subject: RE: Letter

Ms. Tatum,

I spoke with Mary Perry this morning and she will supply you with the report.

Johnie Walters

From: Tatum, Katie [mailto:Katie.Tatum@siatech.org]
Sent: Thursday, April 24, 2014 5:10 PM
To: Johnie Walters (ADE)
Subject: Letter

Dear Mr. Walters:
Mary Perry hand delivered the attached letter today bringing SIATech Charter High before the Charter Authorizing Panel in May. The problems that were identified were transcripts and curriculum. I understand the curriculum portion and action has been taken to address the issues, however, I am unsure why transcripts are still on the table since it was identified as programming error. After meeting with you in person, I was informed that I would receive a report from you regarding the findings from the investigation from the ADE Review Team. From the looks of this letter Ms. Perry and Dr. Kimbrell have received a copy of the findings from the review team. Is it possible for me to receive a copy of the report so that I can best prepare for the upcoming meeting?

Your time and understanding is appreciated.

Sincerely,
Katie

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Little Rock, AR 72209
office: 501-562-1850/fax: 501-562-7671
katie.tatum@siatech.org

What lies behind you and what lies in front of you, pales in comparison to what lies inside of you.

Ralph Waldo Emerson

Johnie Walters (ADE)

From: Mary Perry (ADE)
Sent: Friday, April 25, 2014 9:17 AM
To: Katie.Tatum@siatech.org; Linda.Dawson@siatech.org; Kris.Mallory@siatech.org; Laurie.Pianka@siatech.org
Cc: Sky Bledsoe (ADE); Keisha Mattox (ADE); Kendra Clay (ADE); Johnie Walters (ADE)
Subject: RE: SIATech Hearing Notice
Attachments: Standards Review Report - SIATech April 2014.pdf

Please see the attached report.

Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201
(501) 683-5312 – phone
Mary.Perry@arkansas.gov

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-----Original Message-----
From: Kendra Clay (ADE)
Sent: Thursday, April 24, 2014 2:57 PM
To: Katie.Tatum@siatech.org; Linda.Dawson@siatech.org; Kris.Mallory@siatech.org; Laurie.Pianka@siatech.org
Cc: Mary Perry (ADE); Sky Bledsoe (ADE); Keisha Mattox (ADE)
Subject: SIATech Hearing Notice

Please see attached correspondence.

Thank you,

Kendra Clay
Staff Attorney
Arkansas Department of Education
Four Capitol Mall, Room 404-A
Little Rock, AR 72201
(501) 682-4227
(501) 682-4249 (fax)
Kendra.Clay@arkansas.gov

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On 4/24/14 3:43 PM, "Toshiba Copier" <toshibacopier@arkansas.gov> wrote:

>Scanned from MFP07649259
>
>
>
>Date: 04/24/2014 13:43
>Pages: 2
>Resolution: 200x200 DPI
>----------
>Please see attachment

ARKANSAS DEPARTMENT OF EDUCATION

COMPREHENSIVE TEAM REVIEW
UNDER THE RULES AND REGULATIONS GOVERNING
THE STANDARDS FOR ACCREDITATION

REQUESTED BY:	Dr. Tom Kimbrell Commissioner, Department of Education
SCHOOL DISTRICT:	SIA Tech Charter School
REVIEW PERIOD:	April 02, 2014
DATE FILED:	April 09, 2014
REVIEW TEAM:	Johnie Walters (Facilitator) Unit Leader Standards Assurance Unit
	Roy Causbie (Team Member) Standards Assurance Specialist Standards for Accreditation
	Mari Beth Nokes (Team Member) Standards Assurance Specialist Standards for Accreditation
	Randall Lawrence (Team Member) Standards Assurance Specialist Standards for Accreditation
	Maggie Herrick (Team Member) Social Studies/Language Arts Specialist Curriculum and Instruction
	Anthony Owen (Team Member) Math Specialist - Secondary Curriculum and Instruction

LEGAL REQUIREMENTS

Comprehensive Evaluation: According to **Section 23.04.4**, A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department may use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts.

Report: The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP]).

SUMMARY OF COMPREHENSIVE REVIEW

On April 02, 2014, with the approval of Dr. Tom Kimbrell, Commissioner, Arkansas Department of Education (ADE), Johnie Walters led an ADE Standards Team to conduct a comprehensive evaluation at SIA Tech Charter School District (hereafter, the District). The purpose of the visit was to collect facts regarding the District meeting Standards for Accreditation.

SUMMARY OF INVESTIGATION ACTIVITIES

Entrance Conference: The Director, Ms. Katie Tatum, arrived at 9:10 a.m. The entrance conference started approximately 15 minutes later. The entrance conference established the purpose of the meeting and introduced the monitoring team.

Exit Conference: At the end of the comprehensive monitoring visit, the team leader and appropriate staff held an exit conference. Monitoring activities were summarized and the ADE team facilitator emphasized that the visit was a meeting to collect facts and that a formal report would be forwarded at a later date in accordance with the Standards for Accreditation.

The ADE Review Team examined on-site and off-site data necessary for compliance with the Standards for Accreditation.

A. Off-site data gathering activities included the following:

1. A review of Annual Accreditation Status Reports and Corrected Exceptions Reports for the District for the previous two years
2. A review of the School Performance Reports for the past year

3. A review of the On-Campus Standards Review (OSR) visit checklist
4. Review of Triand transcripts provided by the ADE Charter office
5. The school charter and waiver information

B. On-site Monitoring included a review of the following:

1. Student Performance Information
2. Student Handbook
3. Board Meeting Information
4. Bell Schedules
5. Teacher Lesson Plans
6. Teacher Grade Books
7. Licensure Documents
8. Curriculum Documents
9. Master Schedules
10. School Calendar
11. Student Schedules
12. Board Meeting Minutes (Pertinent)
13. Certified Faculty/Highly Qualified Information (Pertinent)
14. District Policies (Pertinent)
15. Graduation Requirements
16. Student Transcripts (Triand and e-School) (2012-13) (2013-14)
17. Smart Core Information and Waiver Forms

C. On-site Visit included visits with the following essential staff:

1. Ms. Katie Tatum, Director
2. Ms. Deborah Reynolds, Counselor/Curriculum Coordinator
3. Ms. Ida McIntyre, Math Teacher
4. Ms. Julie Cone, Language Arts Teacher
5. Ms. Sherry Witherspoon, Social Studies Teacher

D. Classroom visits were made.

The on-site team gives a rating for each criterion it reviews for schools. Those ratings are:

Implemented (Compliance) Program requirements have been implemented and all requirements fulfilled.

Not Implemented (Finding) Program requirements have not been implemented or have not been implemented in accordance with specified timelines.

SUMMARY OF FINDINGS OF FACT

Due to the fact that the district is an open-enrollment charter school with numerous waivers of both Arkansas Code and Rules Governing the Standards for Accreditation, the following will only address findings not covered by approved waivers.

Standard II: Goals and Administration of Arkansas Public Schools and School Districts

The district had policies regarding Homework, Student Absences, Smart Core, Parental Involvement, 5 – 21 Attendance and Academic Remediation that were incorrect. These are identified more specifically in later Standards.

Student records, specifically student transcripts generated from Triand do not reconcile with those generated from e-School.

Standard IV: Curriculum

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the school had an incorrect Smart Core Policy,

the Math curriculum being taught was only partially aligned with the Common Core Standards and ADE Curriculum requirements,

the Language Arts and Social Studies curriculum being taught was not aligned with the Common Core Standards and ADE Curriculum requirements.

Standard V: Instruction (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014, the handbook of the school was missing a Homework policy.

Standard VI: Attendance and Enrollment (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the policy in the handbook regarding 504/IEP requirements for absences and the absence appeal process for parents was incomplete,

the policy addressing age 5-21, Free and Appropriate Education, was missing from the handbook.

Standard VII: Student Performance (Policies)

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

indicated that grades assigned for completion of academic courses were not being applied consistently,

the student participation portion of the policy addressing Academic Improvement Plans was incorrect.

Standard IX: Graduation Requirements

The comprehensive review revealed, based on the available documents provided on April 02, 2014:

the High School transcripts from e-School and the transcripts for Triand were not consistent. The e-School transcripts reflected numerous courses and grades that were not reflected on the Triand transcripts. The district made an attempt to correct this issue but was unable to do so,

the Smart Core Policy was incorrect.

Standard XII: Special Education

The comprehensive review revealed, based on the phone conversation to the Public School Program Manager with ADE Special Education Unit on Tuesday, April 08, 2014, the District was monitored during the 2013-14 school year and found to be in in compliance.

CONCLUSION

The Arkansas Department of Education OSR was conducted in accordance with Rules and Regulations Governing Arkansas Department of Education Regulatory Authority under Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The review included interviews of staff, examination of documents and classroom visits at the school. The information obtained substantiates the following:

There is sufficient evidence to conclude the following:

1. The District is not in full compliance with all Standards for Accreditation.

2. The Commissioner and ADE Legal Staff will recommend corrective action.

FINAL SUMMARY

Final summary based upon evidence submitted to the ADE by SIA Tech Charter School District is that the district has compliance issues with areas of policy, curriculum and student records for the 2013-2014 school year. The areas of curriculum and students records identified do not appear to be reconcilable at this time.

RECOMMENDATION

It is the recommendation of the Division of Public School Accountability that the District take appropriate measures to come into full compliance with the Standards for Accreditation.

Submitted by:

Johnie Walters
Standards Assurance Unit

Approved by:

Mr. John Hoy
Assistant Commissioner
Division Public School Accountability

Johnie Walters (ADE)

From: Mary Perry (ADE)
Sent: Friday, April 25, 2014 9:20 AM
To: Scott Smith; Tripp Walter
Cc: Kendra Clay (ADE); Johnie Walters (ADE)
Subject: Documents
Attachments: Standards Review Report - SIATech April 2014.pdf; ADE Standards Unit Visit Form - SIATech, April 2, 2014.pdf

Please see the attached documents that you requested.

Mary

Mary Perry, Coordinator
Charter and Home Schools Office
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201
(501) 683-5312 – phone
Mary.Perry@arkansas.gov

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SIATECH POWERPOINT
Attachment, Slide #28

ACADEMIC REQUIREMENTS

Academics

To meet graduation requirements, a student must complete 22 units of credits and have a minimum cumulative Grade Point Average (GPA) of 1.5.

Arkansas Graduation Requirements

The number of unit students must earn in grades 9-12 will be in the Core Curriculum.

Common Core Curriculum:

- English 4 units of credit as follows:
  - ✓ English 9th Grade
  - ✓ English 10th Grade
  - ✓ English 11th Grade
  - ✓ English 12th Grade
- Mathematics: 4 total units of credit from the following list:
  - ✓ Algebra I (1.0 unit) OR Algebra A & B (2.0 units)
  - ✓ Geometry (1.0 unit) OR Investigating Geometry (1.0 unit) OR Geometry A & B (2.0 units)
  - ✓ Math elective: Bridge to Algebra II, Algebra II, or higher math or concurrent credit college courses
- Natural Sciences: 3 units of credit including:
  - ✓ Physical Science
  - ✓ Biology
  - ✓ Elective Science
- Social Studies: 3 units of credit as follows:
  - ✓ Civics/American Government (0.5 unit)
  - ✓ World History (1.0 unit)
  - ✓ American History (1.0 unit)
  - ✓ Economics (0.5 unit)
- Oral Communications: 0.5 unit of credit
- Physical Education: 0.5 unit of credit
- Health and Safety: 0.5 unit of credit
- Fine Arts: 0.5 unit of credit
- Career Focus: 6 units of credit

Removed Arkansas History

Smart Core Curriculum (optional):

- English 4 units of credit as follows:
  - ✓ English 9th Grade
  - ✓ English 10th Grade
  - ✓ English 11th Grade
  - ✓ English 12th Grade
- Mathematics: 4 total units of credit from the following list:
  - ✓ Algebra I (1.0 unit) OR Algebra A & B (2.0 units)
  - ✓ Geometry (1.0 unit) OR Investigating Geometry (1.0 unit) OR Geometry A & B (2.0 units)
  - ✓ Algebra II (1.0 unit)
  - ✓ Fourth Math elective: Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, Advanced Placement Math, or higher math or concurrent credit college courses
- Natural Sciences: 3 units with lab experiences chosen from:
  - ✓ Physical Science
  - ✓ Biology OR Applied Biology/Chemistry
  - ✓ Chemistry
  - ✓ Physics OR Principles of Technology I & II OR PIC Physics
- Social Studies: 3 units of credit as follows:
  - ✓ Civics/American Government (0.5 unit)
  - ✓ World History (1.0 unit)
  - ✓ American History (1.0 unit)
  - ✓ Economics (0.5 unit)
- Oral Communications: 0.5 unit of credit
- Physical Education: 0.5 unit of credit
- Health and Safety: 0.5 unit of credit
- Fine Arts: 0.5 unit of credit
- Career Focus: 6 units of credit

Remediation

Students identified as not meeting the satisfactory pass levels administered in the current academic year shall participate in academic remediation. Remediation activities will be outlined within the individual students' Academic Improvement Plan (AIP). The AIP will begin concurrently with the schools assessment reports.

Although all students are required to participate in state assessments, the Arkansas Alternate Portfolio Assessments are designed to evaluate the performance of students with disabilities. Students being served under an Individualized Education Program (IEP) having met the requirements of the Individuals with Disabilities Education Act Amendments of 2004 (IDEA) and No Child Left Behind 2001 (NCLB) will participate in End-of Course Assessments and/or Grade 11 Literacy Exam with or without accommodations. Students with disabilities for whom the End-of Course Assessments and/or Grade 11 Literacy exam are not appropriate may be evaluated under the Arkansas Alternate Portfolio Assessment after meeting state eligibility criteria.

Each individual students Academic Improvement Plan is a jointly agreed upon by the student, his/her parent or guardian and academic support staff. The SIATech Student Handbook includes the parents' roles and responsibilities as well as the consequences associated with failure to adequately follow their students' Academic Improvement Plan.

Any student who is identified as not meeting the satisfactory pass levels for an End-of-Course assessment shall not receive credit on his or her transcript for the course related to the End-of-Course assessment until the student is identified as having participated in remediation through and Individualized Academic Improvement Plan.

Prior to the 2009-2010 school year, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive credit for a course. Reference ACA 6-15-402, ACA 6-15-1602, ACA 6-15-2001, ACA 6-15-2005, ACA 6-15-2009, State Board of Education: Standards of Accreditation 12.04.3 ADE Rules Governing the ACTAAP and the Academic Distress Program 7.02.7-7.09.9, 7.03.7-7.03.7.3.

ACADEMIC GRADES

SIATech Charter High School operates on a mastery-learning model. Grades are assigned based on demonstration of proficiency. Report cards will be issued every nine weeks. Parent-teacher conferences are held twice yearly and by appointment. The individualized performance regarding students will be evaluated on a regular basis. If it is deemed that a student is performing up to their capabilities, a parent conference will be scheduled. The following grading scale will be used for student performance:

100-90 A
89-80 B
79-70 C
69-60 D
59 below F

Homework Policy

SIATech Charter High School District considers homework to be part of the instructional program and a logical and reasonable extension of the school day; therefore, the District encourages the appropriate and reasonable use of homework as a teaching-learning strategy. Homework shall be assigned with the following criteria in mind:

1. Grade level, maturity level, achievement level, content and availability of resource materials shall be considered.
2. The teacher shall allow time for guided practice during the regular class period.
3. Homework shall be checked and feedback given.
4. At the parent's request, the office will get assignments for students who miss two or more consecutive days. Request must be made by 8:00a.m. and may be picked up in the office between 3:00p.m. and 4:00p.m.
5. Homework will not be assigned as punishment for disciplinary infractions.

Parent Teacher Conferences

The District will hold 2 parent teacher conferences annually.

Transcript Requests

A student must be 18 years of age or have a written permission from parent/guardian to obtain their academic transcript. Graduates will receive transcripts for free for college applications. All other transcript request for seniors will cost 2.00.

END OF COURSE EXAMS

Act 1081 of 2013, recently signed into law, removes the requirement for students to take and successfully complete, high stakes end-of-course assessments. Rather than being a high stakes end-of-course assessment, the Algebra I assessment will be treated simply as an end-of-course assessment. This means that a student who did

ATTENDANCE

Statement of Policy

School attendance underscores the significance of learning and the importance of obtaining an education in our society, in addition to helping students develop good work habits that will carry over in life. Good attendance also correlates strongly with improved grades. A minimum level of attendance is required. The responsibility of school attendance is that of both parents and students. **Students who have 10 consecutive unexcused absences will be withdrawn for non attendance. Parents have the right to appeal their child's absences by providing the school with copies of medical excuses, court documents, etc. Once proper documentation is submitted and corresponds with the date of absence, the absence will be recorded as excused.**

Students can request to be readmitted.

Compulsory Attendance

Every parent, guardian or other person having custody or charge of any child age five (5) through seventeen (17) years or before August 1 of that year who resides, as defined by policy (Residence Requirements) within the District shall enroll and send the child to a District school with the following exceptions:

1. The child is enrolled in private or parochial school
2. The child is being home-schooled, and the conditions of Home Schooling policy have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person

Excused Absences

If any student's Individualized Education Program (IEP) or 504 Plan conflicts with this policy, the requirement of the student's IEP or 504 Plan takes precedence. Questions about 504 and ADA services should be directed to the district's 504 c Arkansas law allows a student to be excused from school for the following reasons:

A. Personal illness
B. Illness or death in the immediate family
C. Special recognized religious holidays observed by the student's faith
D. Mandates by order of a governmental agency
E. Conditions rendering school attendance impossible or hazardous to the safety of the student.

Appropriate documentation must be submitted to the school to validate that the day missed is an excused absence. The Principal has the authority to require additional proof of the legitimacy of the excuse. For example, the Principal may require doctor's statements justifying the absence of the student, and may require proof that the child's condition rendered the child incapable of attending school.

determining whether or not the student's misconduct was a manifestation of the student's disability or due to an inappropriate placement. The determination must be made by a group of person knowledgeable about the student, such as his/her IEP committee.

When a student with a disability is suspended, written notice shall be given to the Special Education Director.

Privacy of Students' Records/Directory Information

All students' educational records are available for inspection and copying by the parents of any student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student.

For purposes of this policy, SIATech Charter High School does not distinguish between a custodial and noncustodial parent with respect to gaining access to a student's records. The fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent or guardian must present a file-marked copy of such order to the building principal as the Superintendent. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent of the guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of materials contained in a student file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. Any appeal above that level will be to an independent hearing officer and must be consistent with the purposes of the federal Family Education Rights and Privacy Act.

Notification of Rights under FERPA for Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they want to inspect. The School official will make

arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their rights to a hearing the request for amendment. Additional information regarding the hearing process will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosures to school officials with legitimate educational interest. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as a attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks.
4. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School/District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

SIATech Overview

Dr. Linda Dawson

Superintendent/CEO

SIATech
ELA/Social Studies Curriculum

Lori Belzman

Curriculum Coordinator

SIATech Curriculum

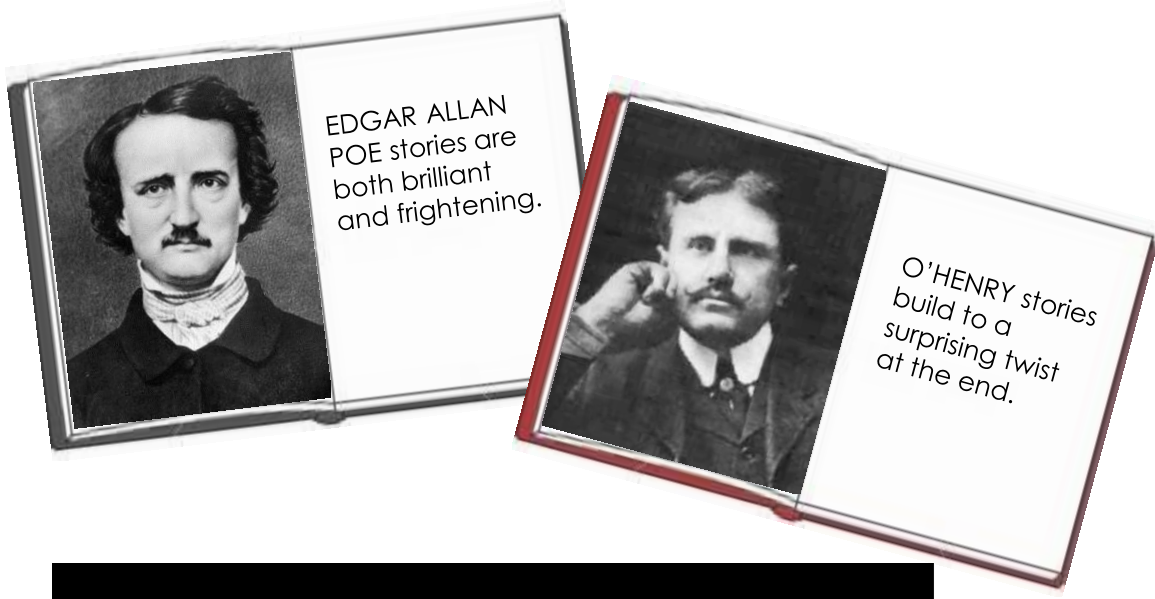
- Curriculum demonstrates a comprehensive alignment to ADE CCSS
- Curriculum delivery model & Learning Management System (LMS) allows for continuous updates and revisions
- Alignments are updated at a minimum annually and periodically to reflect revisions

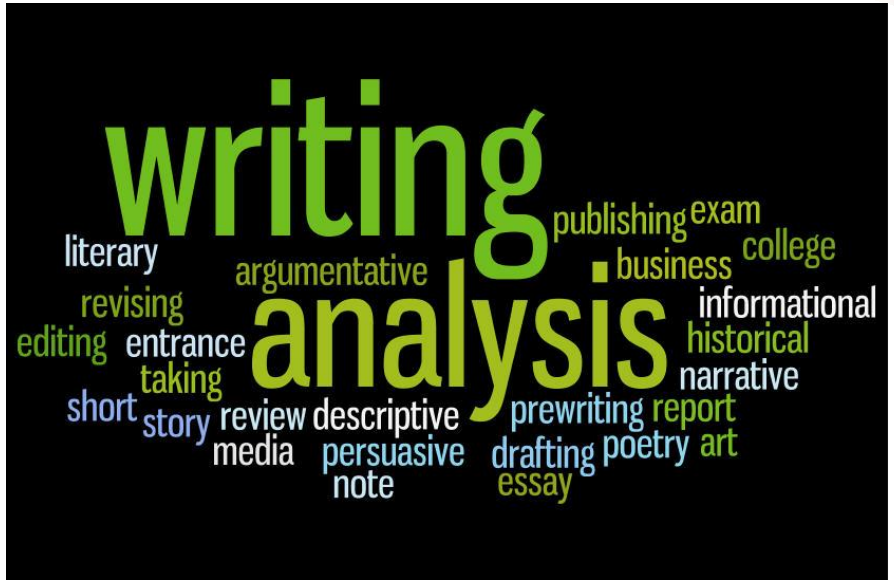
ELA

- Including digital curriculum and English resources, all English courses are 100% compliant with ADE CCSS. 2013-2014 CCSS crosswalks revised to reflect this.

- ELA Reading Passages: Using https://readability-score.com/, reading levels vary from middle school to college level. Text complexity addresses the reading level of the text as well as the complexity of the text task.

- ELA Writing Assignments: created to meet the requirements for ADE CCSS, PARCC question types, and Webb's DOK as well as Hess's Cognitive Rigor Matrix.

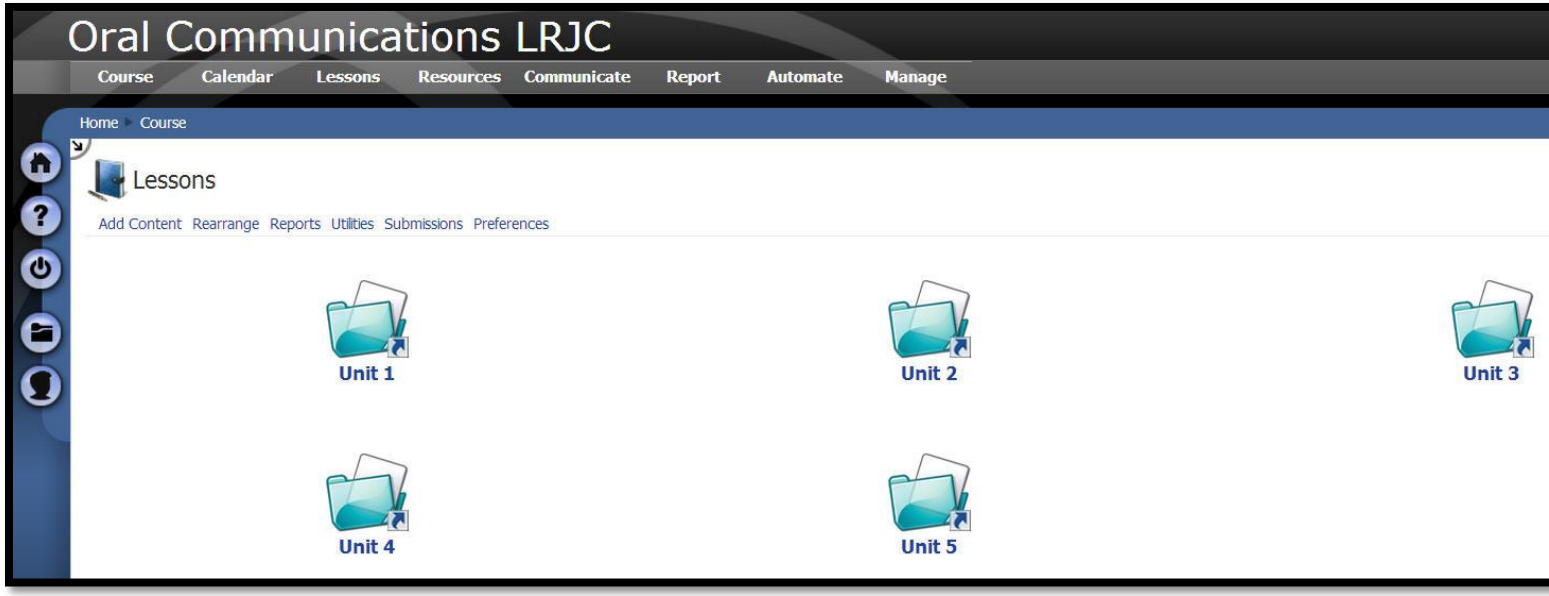




ELA

- Updated Oral Communications Framework and alignment: An updated crosswalk was completed to show alignment to the current curriculum requirement.

- Continuous revision of curriculum based on data, teacher input, and state requirements to ensure students have resources to prepare for college and careers.

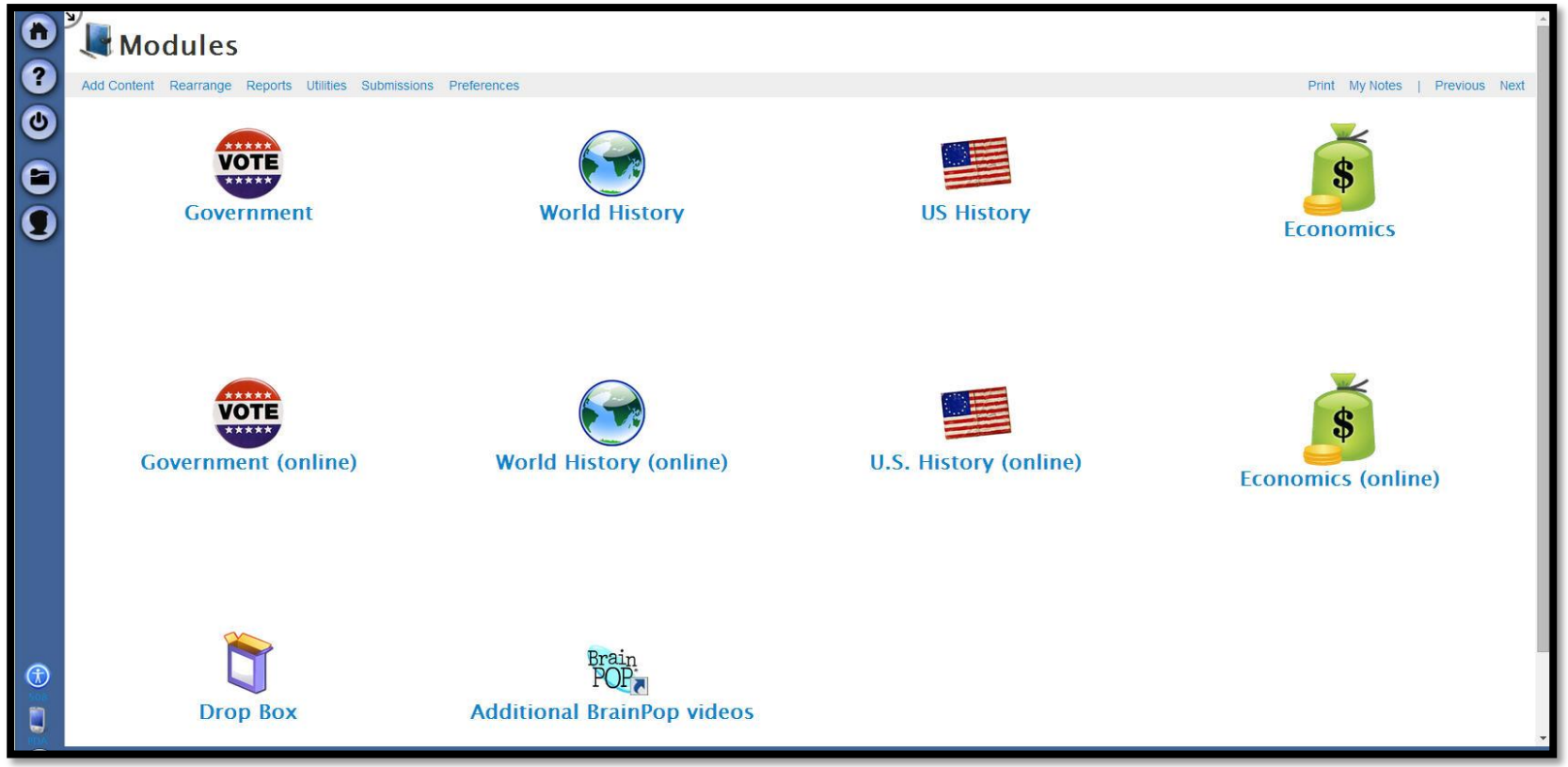


Social Studies

Including digital curriculum and social studies resources, all social studies courses are 100% compliant with ADE CCSS in Literacy and Writing.

All updated crosswalks show current alignment with 2013-14 Arkansas curriculum requirements:

- Economics
- Civics
- US History
- World History

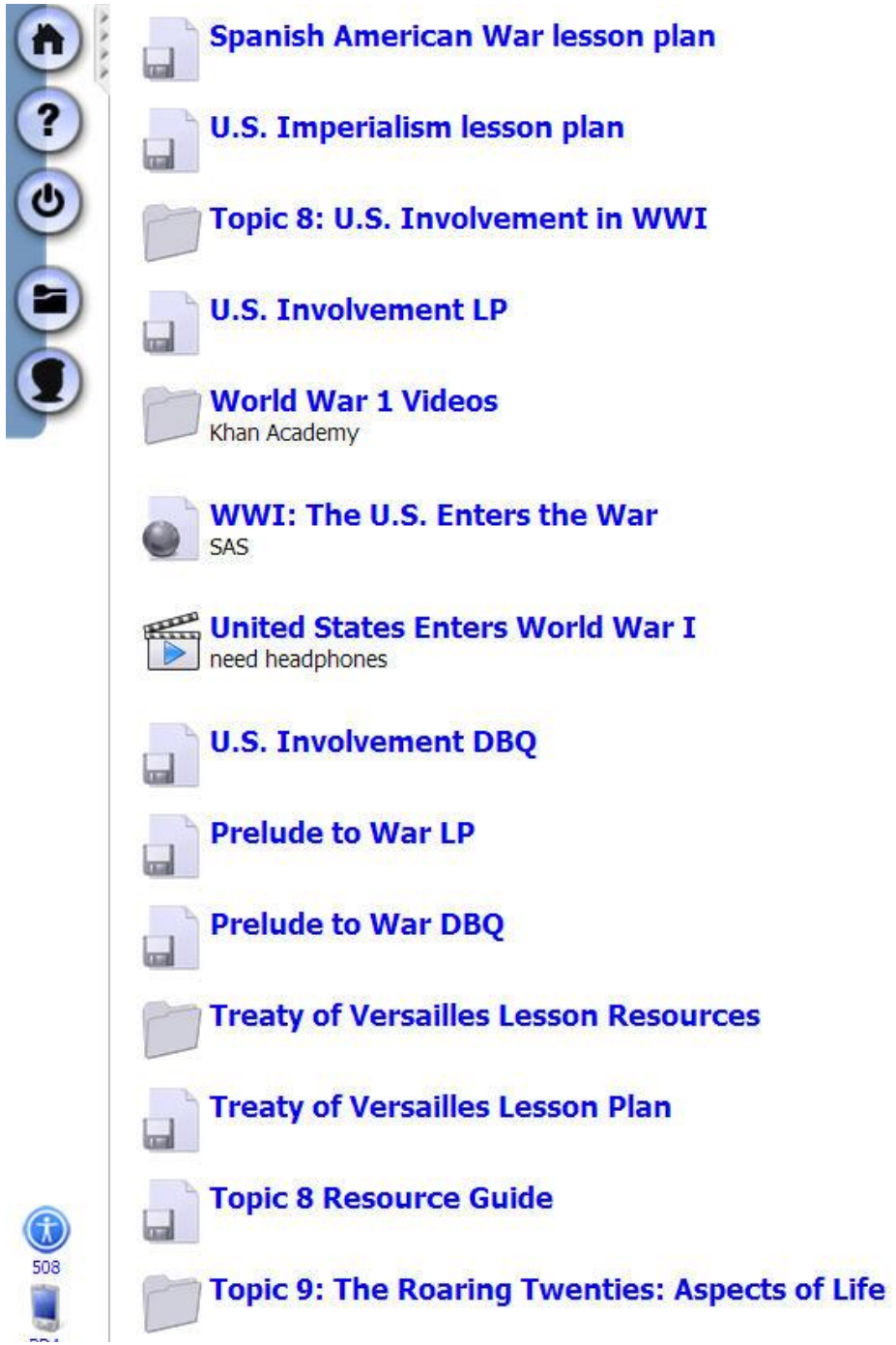


Social Studies

World History
- Current units have been revised to meet the required depth and rigor.
- 2014-2015: additional units to create a more comprehensive curriculum

Economics and Government
- approved as being college and career ready

U.S. History
- significant revisions in the digital curriculum effective August 2013



SIATech Mathematics Curriculum

Tami Hocker

Curriculum Coordinator

Mathematics:

Updated Crosswalks to the following courses:

- Algebra I
- Geometry
- Bridge to Algebra II
- Algebra II
- Algebra III

All are tied to the ADE CCSS and 100% compliant.

Math Individual Learning Plans (ILP)

- Digital curriculum and resources support all math courses in 100% compliance with ADE CCSS.
- Additional math curriculum to support ILP work supports remediation, scaffolding, review and enrichment.

From: Calculus to Foundational Math

PLATO Library of Learning Resources

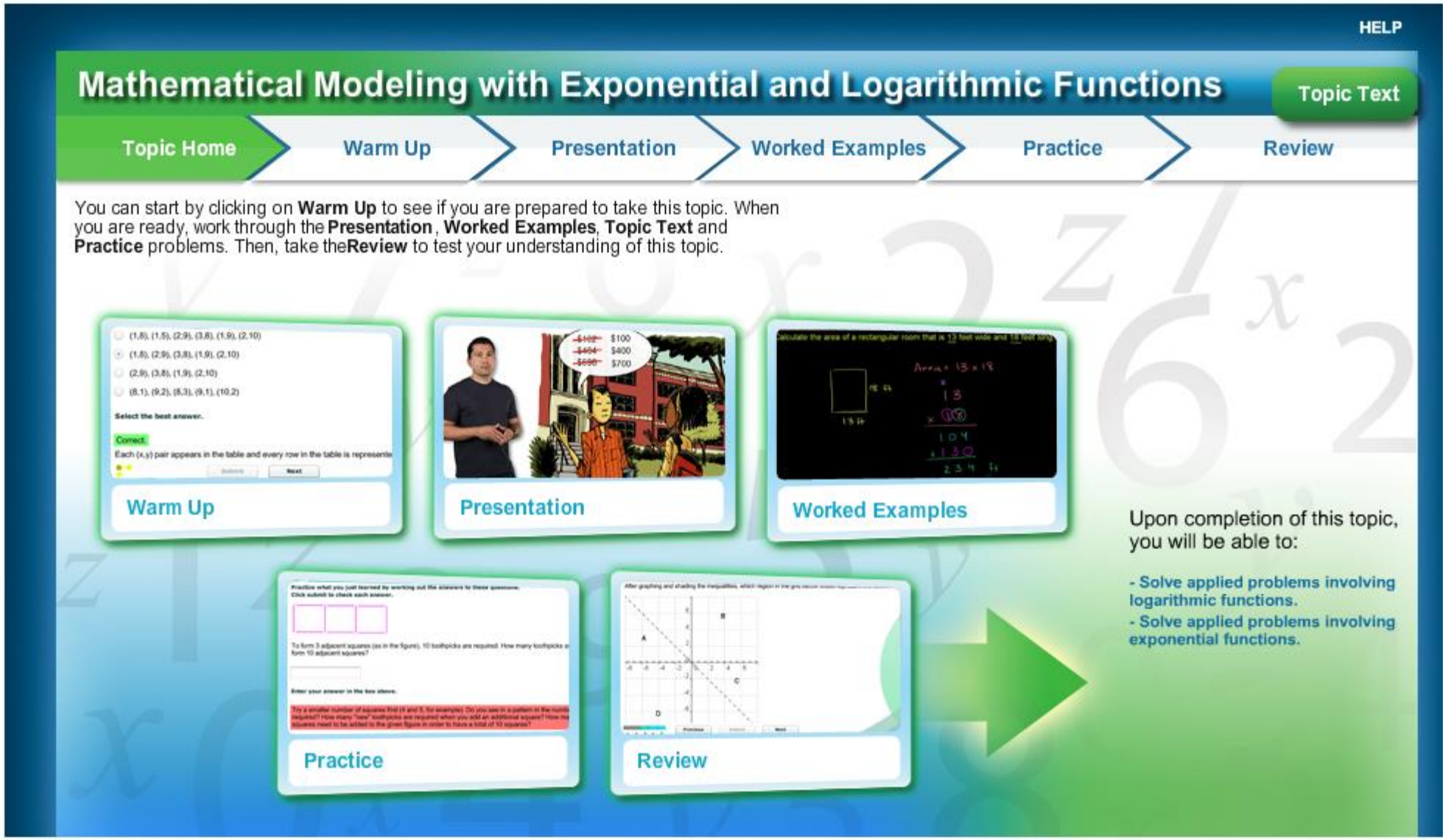
Displays all PLATO courseware available to you through PLATO Web Learning Network.

- Advanced Algebra (copy)
- Advanced Algebra with Assessments (copy)
- Advanced Reading Strategies (copy)
- AIMS: Arizona's Instrument to Measure Standards PLATO Alignment - Level 10 (copy)
- Algebra 1, Part 1 (copy)
- Algebra 1, Part 2 (copy)
- Algebra 2, Part 1 (copy)
- Algebra 2, Part 2 (copy)
- Applied Math (copy)
- Applied Math with Assessments (copy)
- Beginning Algebra (copy)
- Beginning Algebra with Assessments (copy)
- Calculus 1 (copy)
- Calculus 2 (copy)
- Foundational Mathematics (copy)
- Geometry and Measurement 1 (copy)
- Geometry and Measurement 1 with Assessments (copy)
- Geometry and Measurement 2 (copy)
- Geometry and Measurement 2 with Assessments (copy)
- Intermediate Algebra (copy)
- Intermediate Algebra with Assessments (copy)

NROC Algebra and Developmental Math Curriculum Resources

Topic 2: Mathematical Modeling with Exponential and Logarithmic Functions

Settings Reports Utilities Submissions Delete Publish



Course Resources

- + CCSS Math Vocabulary and Resources
- − Online Calculators
  - Graphing Calculator
  - Graphing Calculator Desmos
  - Linear Regressions Calculator
  - Scientific Calculator
  - Standard Deviation Calculator
- − PARCC
  - PARCC Practice Test
  - PARCC Sample Items
- + SBAC
- − Useful Links CCSS Math
  - IXL Skills available for Arkansas algebra standards
- − Virtual Manipulatives
  - Algebra Balance Scale
  - Algebra Balance Scale
  - Algebra Tiles
  - Functions Transformations
  - Geoboard Circular
  - Geoboard Coordinate
  - Geoboard Isometric
  - Graphing Functions
  - Graphing Points

Institutional Resources

Is your teacher busy? Get immediate help on school work **here**!

Check your state calendar for our hours: **AR** | **CA** | **FL** | **NM**

Calculator

Google™

Google™ **Search**

Search

Mathematics Applied Through Technology

Module #2:
Drawing10d CAD#9:

View Tutorial 10d

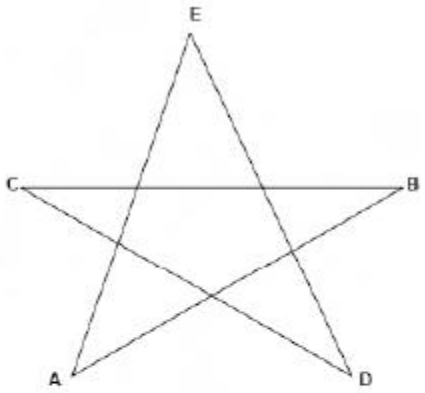
∴ **Objective:** Use Polar coordinates to design an AutoCAD Drawing.

Use the following instructions to complete **Drawing 10d CAD#9:**

1. Measure each line segment to the nearest sixteenth of an inch and record the length as a fraction and a decimal in the table below the figure.
2. Convert your fractions to decimals. For example: $2\frac{1}{16} = 2.0625$
3. In the chart to the right, record the Relative Polar coordinate for each Line segment.
4. Open AutoCAD and set your units to inches.
5. Begin your drawing at coordinate 2,2.
6. Select the Polyline tool and begin at point A and go in alphabetical order around the figure.
7. *Save* this drawing as CAD09 in your student folder.

Line	Polar Coordinate
Point A	2,2
A to B	@____< ____
B to C	@____< ____
C to D	@____< ____
D to E	@____< ____
E to A	@____< ____

Name _____
Date _____



Segment	Fractional Length	Decimal Length
AB	= _____	= _____
BC	= _____	= _____
CD	= _____	= _____
DE	= _____	= _____
EA	= _____	= _____

70

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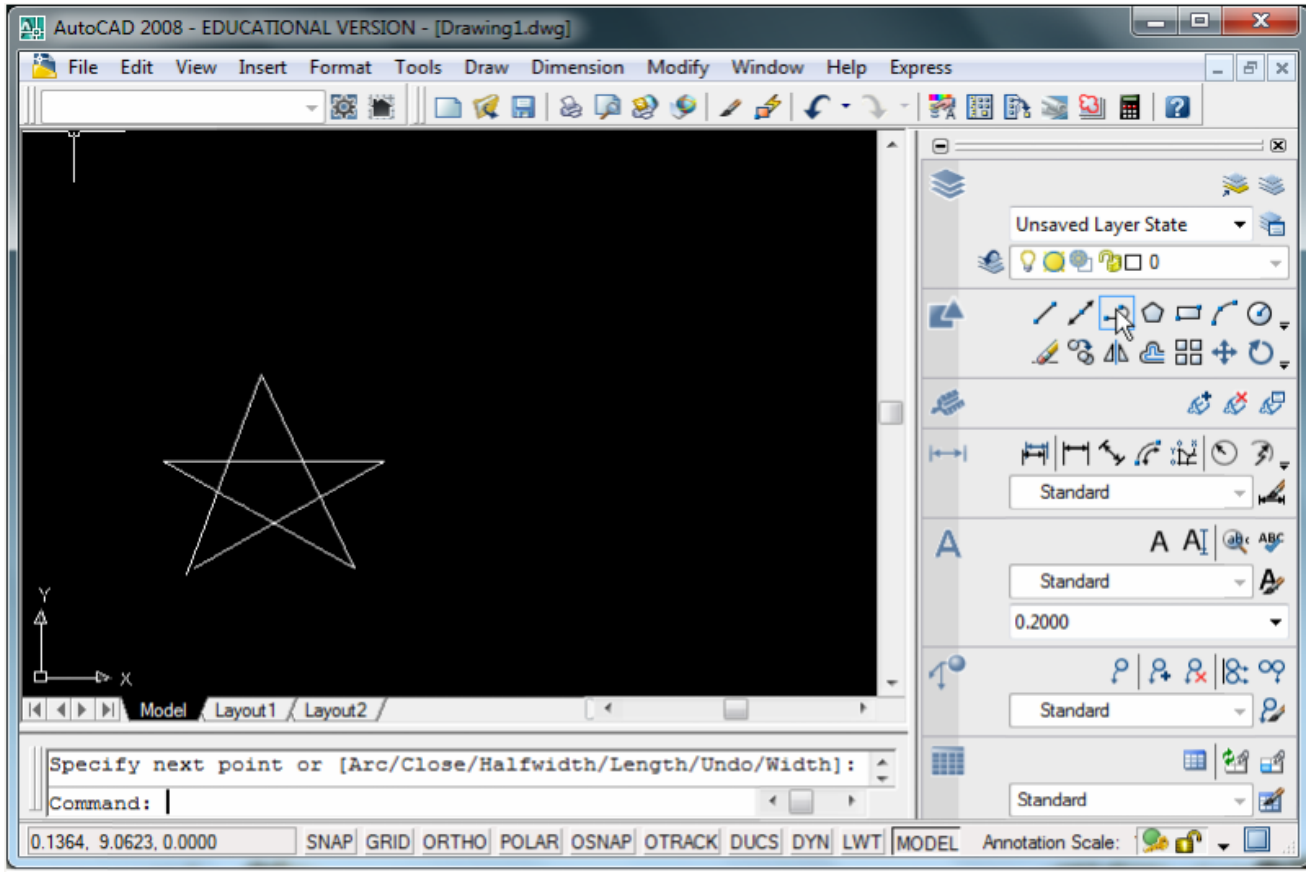


SIATech
Reading & Math Growth Data

Kristin Mallory

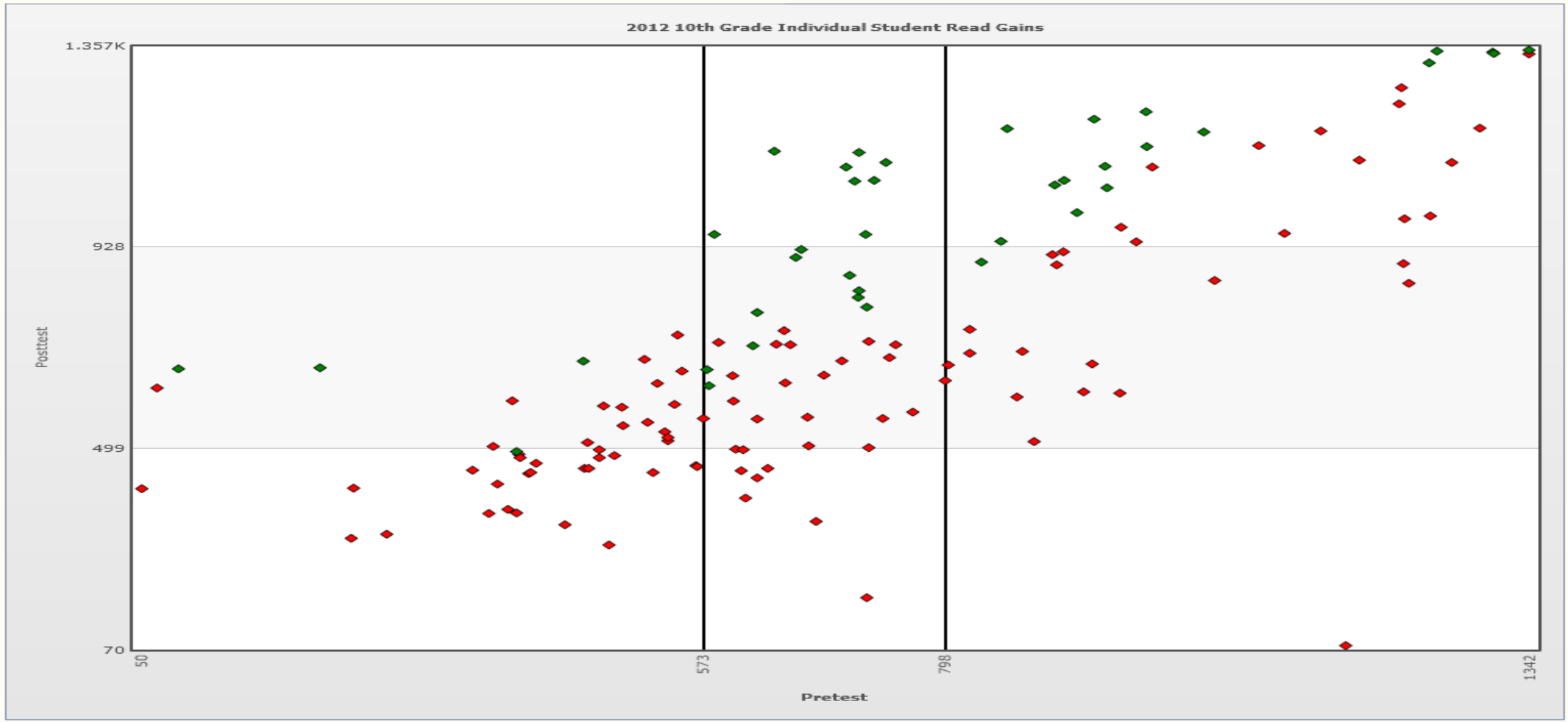
Chief Instructional Officer

District	Year	Level	School	Content
SiaTech SGM	2012	Student (Grade)	Little Rock	Read

2012 Individual Student Read Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2012	Below Expectation	Above Expectation	Low	Middle	High
10 *	137		72%	28%	-	-	-

(*) Indicates graph shown



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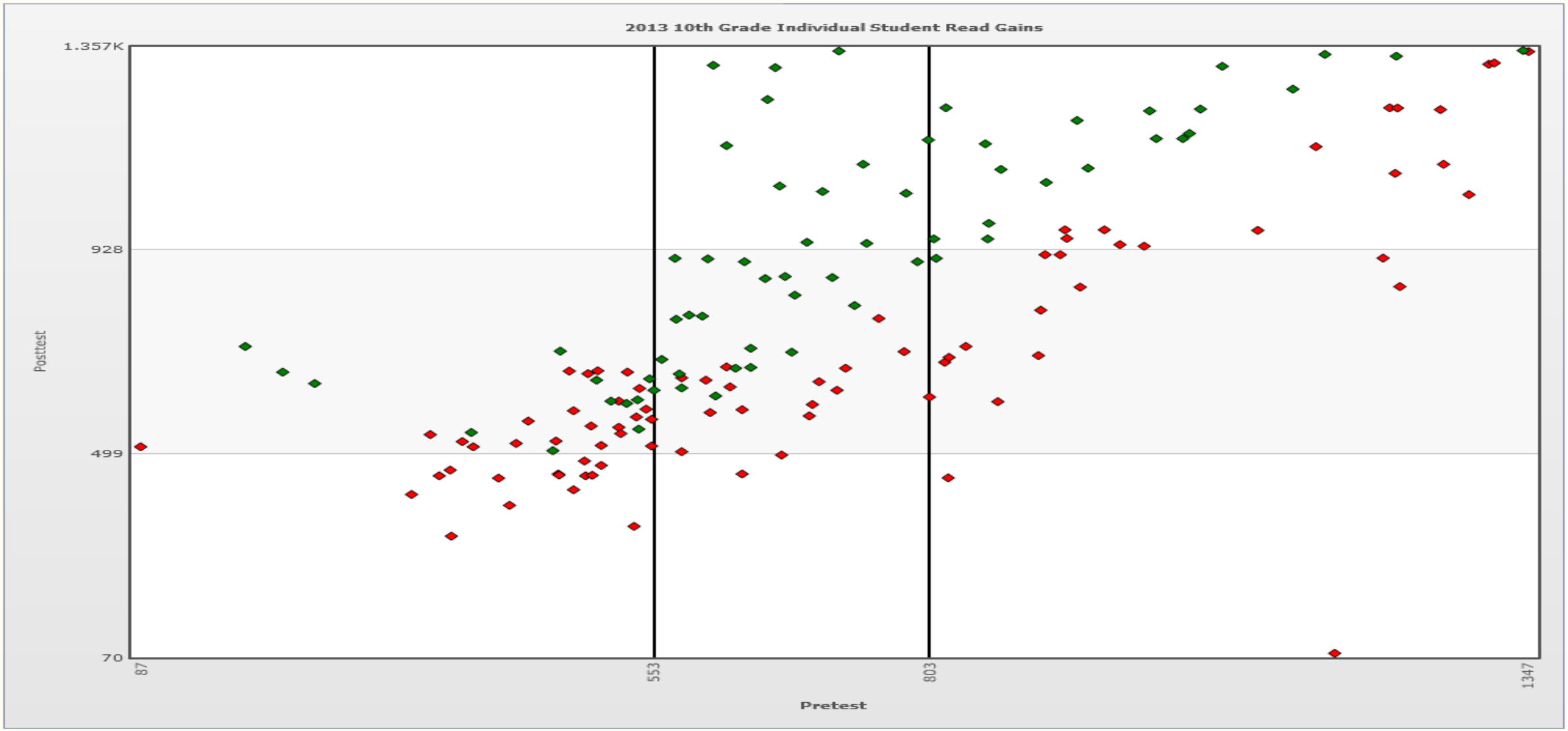
District	Year	Level	School	Content
SiaTech SGM	2013	Student (Grade)	Little Rock	Read

2013 Individual Student Read Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2013	Below Expectation	Above Expectation	Low	Middle	High
10 *	147		56%	44%	-	++	-

(*) Indicates graph shown



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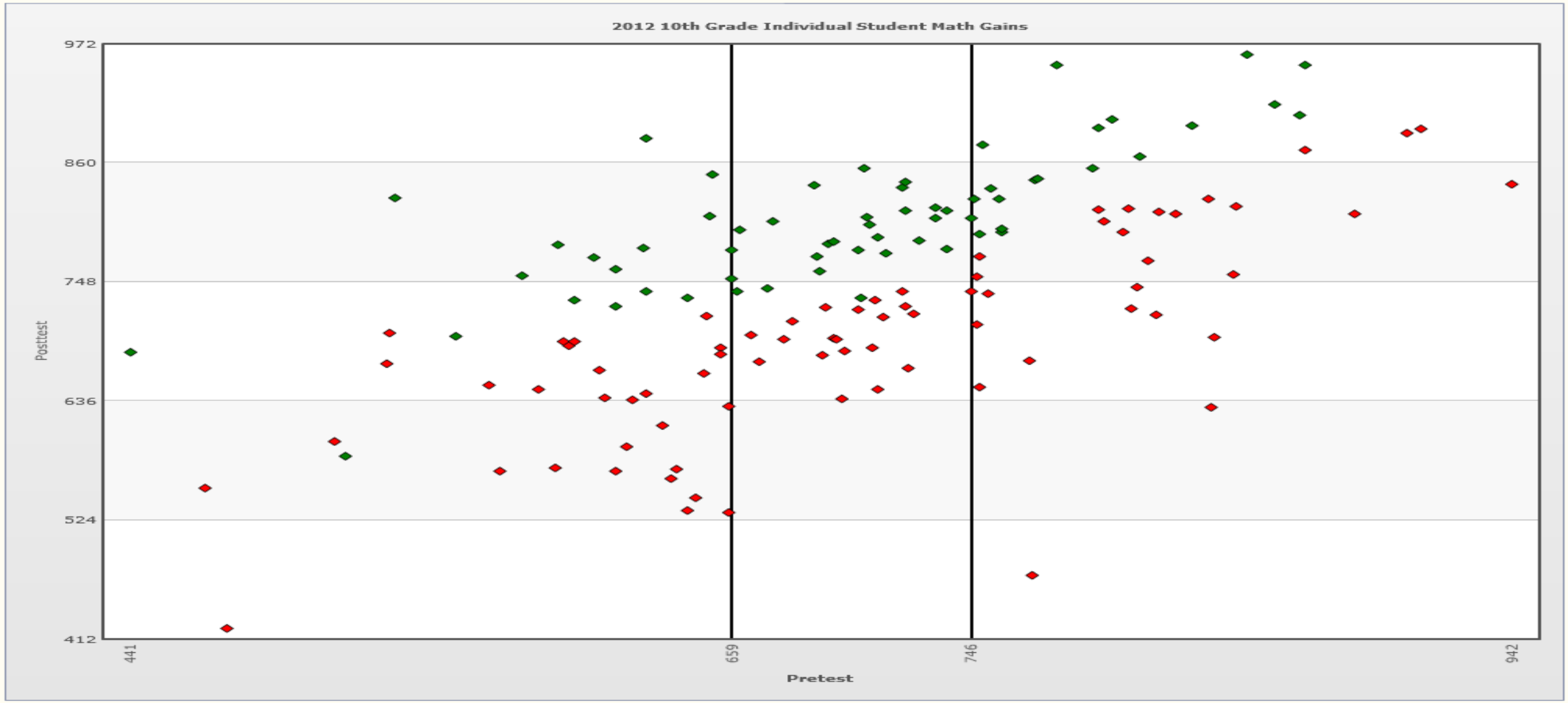
District	Year	Level	School	Content
SiaTech SGM	2012	Student (Grade)	Little Rock	Math

2012 Individual Student Math Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2012	Below Expectation	Above Expectation	Low	Middle	High
10 *	138		55%	45%	-	+	-

(*) Indicates graph shown



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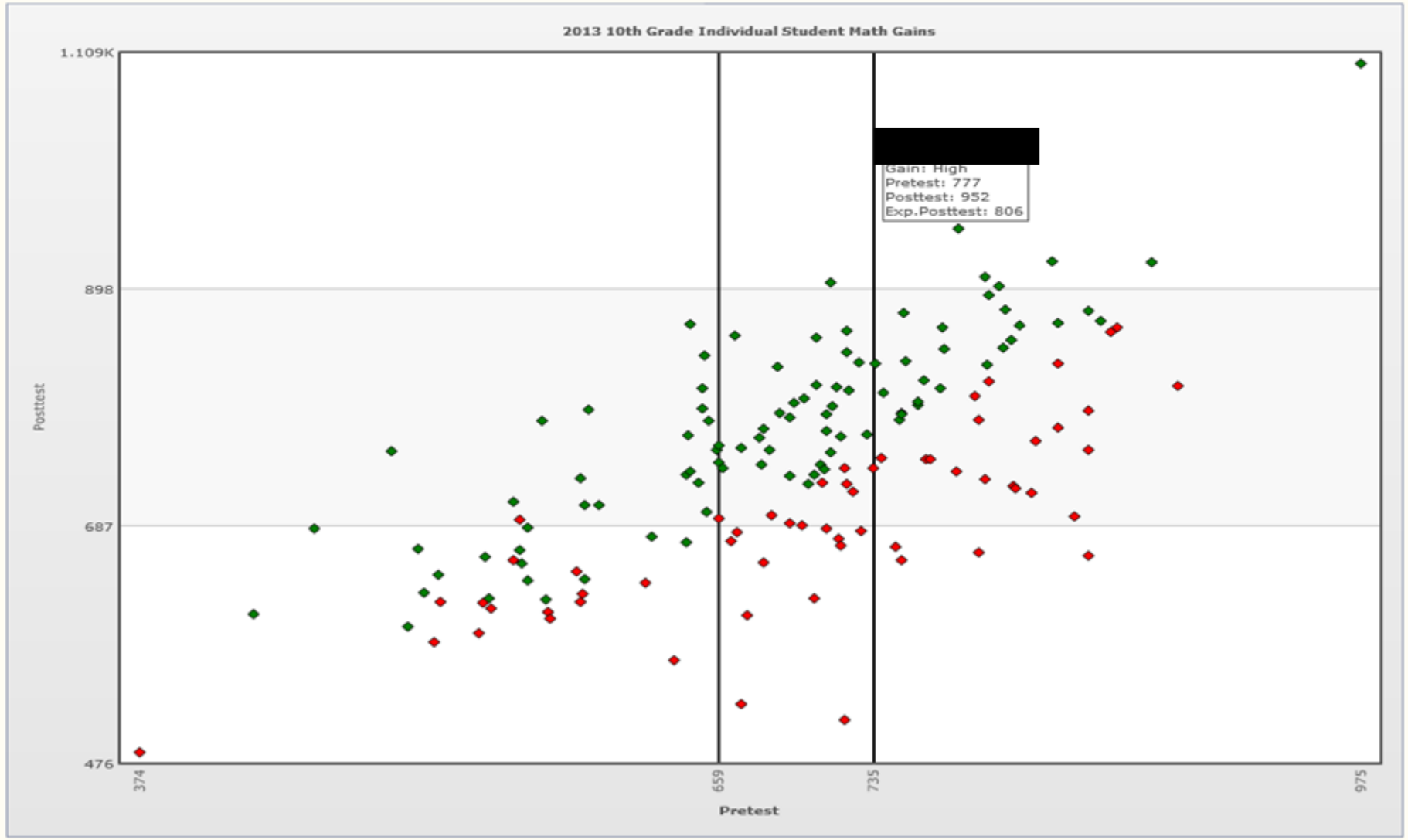
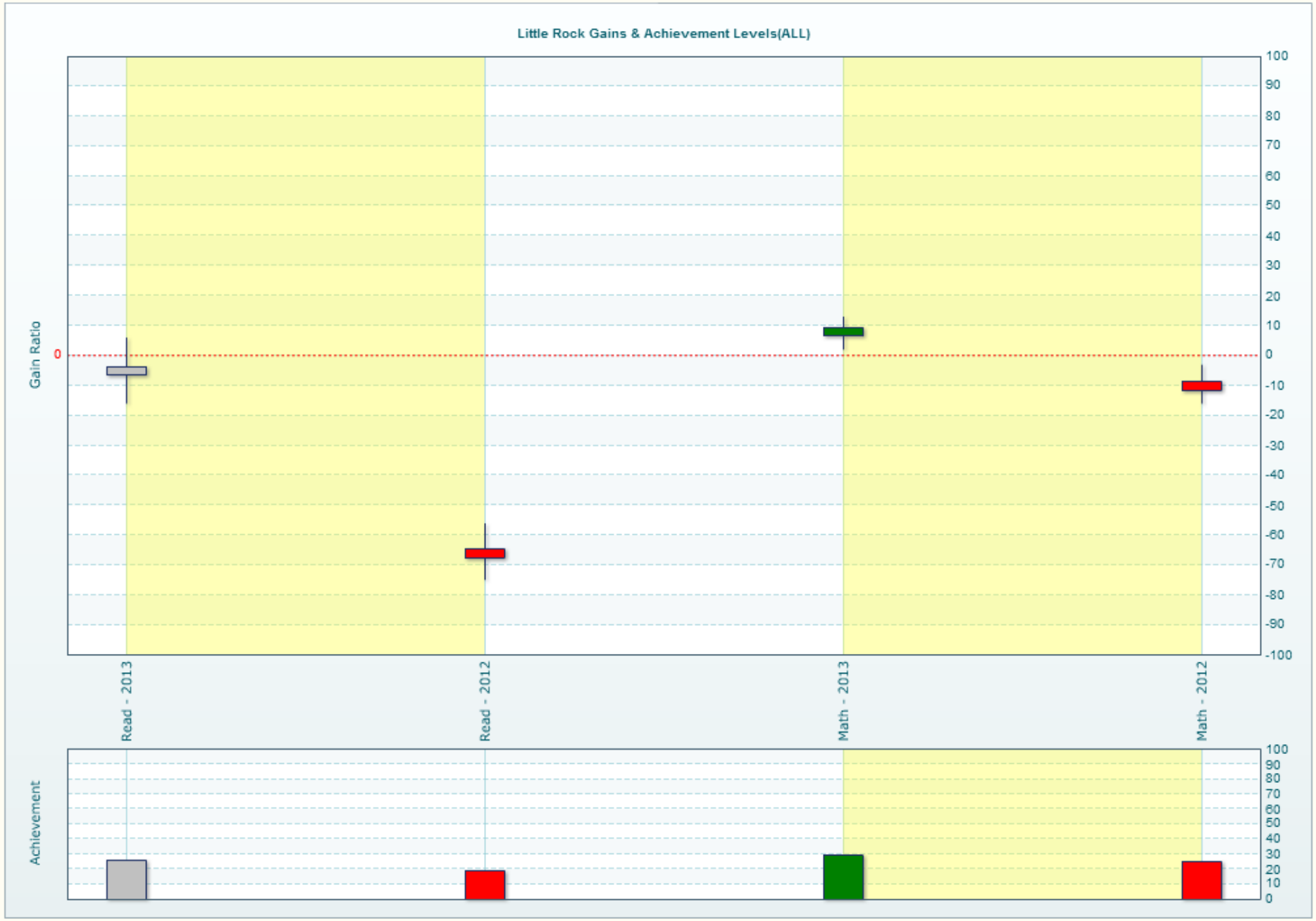
District	Year	Level	School	Content
SiaTech SGM	2013	Student (Grade)	Little Rock	Math

2013 Individual Student Math Gains by Grade

Grade	N	%Gain	% of Students Whose Gains Were		Effectiveness with Different Achievement Levels		
		2013	Below Expectation	Above Expectation	Low	Middle	High
10 *	154		38%	62%	++	++	+

(*) Indicates graph shown




Little Rock Gains & Achievement Levels(ALL)
Gain Ratio
0
100
90
80
70
60
50
40
30
20
10
0
-10
-20
-30
-40
-50
-60
-70
-80
-90
-100
Read - 2013
Read - 2012
Math - 2013
Math - 2012
Achievement
100
90
80
70
60
50
40
30
20
10
0

Renaissance Reading

School Year	% of Students Who	
	Did NOT Meet Expectations	**Met Expectations**
2011-12	**72%**	**44%**
2012-13	**56%**	**60%**

Renaissance Math

School Year	% of Students Who	
	Did NOT Meet Expectations	**Met Expectations**
2011-12	**55%**	**45%**
2012-13	**38%**	**62%**

SIATech Professional Development

Beverly Gilbert

Director of Professional Development

SIATech Professional Development
GOALS

- Researched-based
- Best practices
- Customized for school and student population

SIATech Professional Development

Researched-based

- Transformative Learning

  Jack Mezirow
- Multiple Intelligences

  Howard Gardner
- Getting to Got It! Helping Struggling Learners Learn How to Learn

  Betty Gardner
- Visible Learning for Teachers: Maximizing Impact on Learning

  John Hattie

SIATech Professional Development
TRAINING

- New Staff Academy
- Monthly ilincs
  - CCSS Strategies Implementation
  - Best practices shared
  - Updates on content
- On-site Professional Development
  - Specific PD Needs addressed
  - CCSS instructional strategies
  - Classroom-environment

SIATech Professional Development

Common Core Focus

- Content & College/Career Standards
- Visible/observable implementation of CCSS instructional strategies
- Three practices
  - Opening activities
  - Questioning/deep thinking strategies
  - Listening/Speaking activity implementation

SIATech Leadership

Katie Tatum

Principal

Please see attached information pertaining to the Summary of Findings of Fact.

To:	**Arkansas Charter School Panel**
School Site Visit:	**2 April 2014, 9:10 am - 2:10 pm**
Purpose:	**On-Site Review Team (OSR)**
Visiting Team Members:	**Mr. Jonnie Walters, Facilitator**
	Mr. Roy Causbie, Standards Assurance Specialist
	Ms. Mari Beth Nokes, Standards Assurance Specialist
	Mr. Randall Lawrence, Standards Assurance Specialist
	Ms. Maggie Herrick, Social Studies/Language Arts Specialist
	Mr. Anthony Owen, Math Specialist - Secondary

Upon arrival, the OSR Team (Team) met with the SIATech principal and counselor. Mr. Walters indicated that an on-site review was ordered by Dr. Kimbrell due to concerns being raised by the Charter School Director, Ms. Mary Perry. The Team visited classrooms, questioned the math teacher and two English teachers and requested written materials from teachers. Staff indicated that they were unsettled by the drop-in itself and the intensity of questioning. Although SIATech's teachers responded to all questions and fulfilled all requests, the manner in which the questions were asked (in their opinion), as well as the timing of the review (occurring during regularly scheduled class time), limited staff's ability to provide additional information or extended responses.

Staff reported that the team specifically asked for curriculum materials in hard copy format. They also indicated that one of the team members did view some of the digital math lessons but other than that they preferred to use curriculum/ program materials that were on paper. As outlined in SIATech's charter application, SIATech's innovative blended delivery model is predominantly digital in nature and was developed to engage a dropout recovery student population. The 1 to 1 student to computer ratio allows SIATech to take full advantage of all that a blended learning environment has to offer. SIATech's coursework is housed in Blackboard's ANGEL Learning Management System.

In 2005, SIATech was a Golden Bell award recipient for its innovative curriculum by the California School Boards Association (CSBA). The goal of this award is to contribute to the development and evaluation of curriculum, instruction and support services. Additionally, this past year SIATech's digital ELA curriculum was featured on www.HippoCampus.org and is currently available to all **HippoCampus** subscribers as Open Educational Resources. SIATech's blended learning model was also featured in **Innosight Institute's** "The Rise of K–12 Blended Learning: Profiles of Emerging Models" May 2011 report. Note: *The Innosight Institute is now known as the Clayton Christianson Institute for Disruptive Innovation.* Chris Sturgis, a founding member of the **Youth Transition Funders Group (YTFG)** writes the following about SIATech in her Blog dated March 19, 2012, *"They (SIATech) focus on providing digitized instruction and tools where it makes the most sense, allowing teachers to focus their attention on topics that need individualized support such as writing or when students are stuck."*

The agility of this curriculum delivery model allows SIATech to update and make curricular revisions throughout the year. SIATech standards alignment documents are typically finalized

each summer with all changes, revisions and enhancements that have been made throughout the year. These new documents are uploaded prior to the start of each school year.

Since the review team elected to focus their review on paper documents as opposed to the digital materials, a comprehensive curriculum review could not have resulted. The review team documented concerns in the areas of English Language Arts, mathematics, and social science. As evidenced by the 2013-14 alignment documents provided herein, SIATech's curriculum demonstrates a comprehensive alignment to the ADE Common Core State Standards.

Below is a brief description of the accompanying documents that address each of the documented curricular concerns.

ELA

With all digital curriculum and English resources, all English courses are 100% compliant with ADE CCSS.

- Attached are current (2013-2014) curriculum crosswalk documents that demonstrate 100% of ADE CCSS. (Please see Attachment A.1.)
- ELA Reading Passages: In response to concerns regarding grade level appropriateness, every reading passage was checked using https://readability-score.com/. Reading levels vary from middle school to college level. Text complexity addresses both the reading level of the text as well as the complexity of the text task. Even with lower level text, high level tasks will require analytical and critical thinking. (Please see Attachment A.2.)
- ELA Writing Passages: In response to concerns regarding grade level appropriateness of writing assignments, an alignment study was done using ADE CCSS, PARCC question types, and Webb's DOK as well as Hess's Cognitive Rigor Matrix, which demonstrated alignment. (Please see Attachment A.3.)
- Updated Oral Communications Framework and alignment: In response to concerns that the Oral Communications Framework was outdated, an updated crosswalk was completed to show alignment to the current curriculum requirement. (Please see Attachment A.4.)

MATH

The attached current Crosswalks, for the courses below, reflect the current alignment with 2013-14 Arkansas curriculum requirements.

- Algebra 1 (See Attachment B.1.)
- Geometry (See Attachment B.2.)
- Algebra II (See Attachment B.3.)
- Bridge to Algebra II (See Attachment B.4.)
- Algebra III (See Attachment B.5.)

Including all digital curriculum and math resources, all math courses are 100% compliant with ADE CCSS. Additional upper level math courses are available to any students utilizing PLATO and/or NROC.

SOCIAL STUDIES

Plans for World History Course Development (Please see Attachment **C.1**).
Plans for the 2014-2015 year include the addition of units to create a more comprehensive curriculum.

Economics and Government were recently externally evaluated and determined to prepare students to be *college and career ready*.

U.S. History has had significant revisions in the digital curriculum effective August 2013.

The attached current Crosswalks, for the courses below, reflect the current alignment with 2013-14 Arkansas curriculum requirements.

- Economics (See Attachment C.2.)
- Civics (See Attachment C.3.)
- U. S. History (See Attachment C.4.)
- World History (See Attachment C.5)

CCSS Literacy Standards Alignment Across Content Areas (See Attachment D.1.)
In response to concerns that social studies curriculum was not aligned to ADE CCSS, Literacy Standards for History, Social Studies, Science, and Technical Subjects, the 2013-2014 crosswalk has been updated to reflect the alignment for the literacy curriculum requirements. This crosswalk reflects full compliance with ADE CCSS Literacy Standards.

PLATO

List of PLATO content available: The PLATO course content allows students to be assigned appropriate curriculum based on their individual learning plan (ILP).for supplemental or remediation purposes. (Please see Attachment E.1.)

PLATO Courseware White Paper: The PLATO white paper explains the curriculum alignment to CCSS and the research behind the curriculum. (Please see Attachment E.2.)

National Repository of Online Courses Collections (NROC – is the owner of www.HippoCampus.org). (Please see Attachment E.3.)
The NROC course content provides an additional resource to SIATech instructors, allowing students to be assigned appropriate curriculum based on their individual learning plan (ILP).

TRANSCRIPT ALIGNMENT EFFORTS

SIATech eSchool and TRIAND Correspondence re: Student Transcripts

The following communication notes pertain to efforts regarding assurance of accurate and consistent communication of data between SIATech eSchool and TRIAND student transcripts. (Please see +Attachment F.1.) Summaries of the school registrar's email communication are listed below.

School Year 2011-12: Emails, June 14 – 20, 2012 to Curtis Shack & Carmen Jordan, APSCN

In August, 2011, APSCN personnel set up the SIATech eSchool system with yearly final grades reported. In June, 2012, the registrar was not able to submit the school cycle 7* report. It was determined that the lack of semester grades caused error messages. SIATech's field representative, Curtis Shack, spoke to programming staff and said no one realized we were not using semester grades. Programming cleared the errors and the school cycle 7 report was successively submitted.

**Cycle 7 is the only cycle report in which grades are pulled.*

School Year 2012-13: Emails, June 4-5, 2013 to Carmen Jordan, APSCN

Error messages regarding the absence of semester grades appeared again when the registrar tried to complete this year's Cycle 7 report. Carmen Jordan worked to determine how Curtis Shack had corrected the errors from the previous year. Carmen Jordan informed the registrar that semester grades needed to be entered because TRIAND only pulls semester grades. The registrar set up students with semester grades and manually entered all grades to submit this year's cycle 7 report. When the registrar met with the school field representative, Vanessa Hatcher, at the APSCN Data Center to do year-end rollover, she asked her to review the SIATech setup to ensure grades would pull into TRIAND. At this point, it was the registrar's understanding that the system was now correct.

School Year 2013-14: Emails, October 1, 2013 to Carmen Jordan, APSCN

SIATech provides an open-entry, open-exit competency-based school program, so students can complete courses at various times during the school year. In these emails, Carmen Jordan was informed that the registrar was unable to enter semester grades during a term and reschedule a student for his or her next course. Grades could only be entered at the end of the term, and they had to be entered manually. At random intervals the registrar checked the grades/credits that were pulled into TRIAND and found it to be intermittently correct. When it was not successful, the registrar continued with attempted corrections.

April 1 – May 5, 2014 to Sarah Cox, TRIAND, and Carmen Jordan, Vanessa Hatcher, Monica Stovall, APSCN

Even with the semester setup, SIATech student grades were not consistently pulling into TRIAND correctly. On May 5, 2014, Vanessa Hatcher opened an additional semester grade screen in the SIATech TRIAND system. The registrar can now manually enter grades at any time and reschedule students as necessary. At this time course grades and credits are consistently pulling into TRIAND correctly. SIATech staff is most appreciative of the efforts of Sara Cox, Carmen Jordan, Vanessa Hatcher and Monica Stovall to correct this issue.

Copies of student transcripts comparing SIATech eSchool and TRIAND transcripts are included as described below:

SIATech graduates with SIATech coursework credits earned only in SY 2013 – 14
All SIATech credits for graduates with SIATech credit only in 2013-2014 have pulled into TRIAND correctly. (Please see Attachment F.2.)

SIATech graduates with SIATech coursework credits earned during SY 2013 – 14 **and** coursework credits earned during in one or both previous school years (2011 – 12 and/or 2012 – 13).

All 2013-2014 SIATech credits for these graduates have pulled into TRIAND correctly with the exception of one English 4 credit for one student. Due to an incorrect setup in the master schedule, this course did not pull correctly. The school registrar is in the process of correcting this error.

The eSchool transcript and first page of the TRIAND transcript are provided to facilitate convenience with comparing the transcripts. (Please see Attachment F.3.)
Student credits earned during the 2011-12 or 2012-13 years do not appear in TRIAND. The school registrar is in communication with APSCN programming staff as they are currently working to address this issue. Staff is appreciative of their efforts.

All SIATech students sign a Smart Core waiver. (Please see Attachment F.4.)

Attachment A.1.

2013 – 2014 CCSS Crosswalk

ENGLISH LANGUAGE ARTS

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Reading Standards for Literature in English Language Arts 9-10

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Worksheet 6b: Reading for Inferences - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial & story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: Worksheet 6b: questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Reading Standards for Literature in English Language Arts 9-10

Key Ideas and Details (continued)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story & tutorial - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare & others.)				

Reading Standards for Literature in English Language Arts 9-10

Craft and Structure (continued)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, ore stanza) relate to each other and the whole.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	- Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 6: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes; story & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project	
11-12	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project	

- Unit 8: Literary Analysis & rubric
- Unit 9: Chief Joseph questions & analysis
- Mod B Test score & DW rubric

Reading Standards for Literature in English Language Arts 9-10

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	- Supplemental lesson in College Readiness Module (see resources)	-Writing for Success: unit 6: Macbeth play and Browing poem comparison	- rubric	
11-12	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)				

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9-10	8. (Not applicable to literature)				
11-12	8. (Not applicable to literature)				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	- Unit 5: Classic Short Stories: Poe & O'Henry - Unit 6: Exploring Lit, Reading Guides, & Final Lit Project - Unit 8: Whitman Poetry - Unit 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph		- Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry questions - Unit 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis	
11-12	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Reading Standards for Literature in English Language Arts 9-10

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	- Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis - Module B Test score & DW rubric	
11-12	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.				

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Reading Standards for Informational Text in ELA 9-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research	
11-12	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis &	
11-12	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.				

- Unit 10: Historical Event research
- Unit 10: Historical Leader research
- Unit 10: Historical Art Analysis research
- Unit 11: Cesar Chavez & questions
- Unit 11: Young Business Owners & questions
- Unit 11: An Entrepreneur's Business Plan & questions
- Unit 12: Graphic Design Basics & questions
- SP: Historical Newsletter research

questions
Unit 9: Plagiarism & questions, Paraphrasing quiz
- Unit 9: Decade research
- Unit 10: Two Leaders questions
- Unit 10: Hist. Event research
- Unit 10: Hist. Leader research
- Unit 10: Art Analysis research
- Unit 11: Chavez questions
- Unit 11: Bus. Owners questions
- Unit 11: An Entrepreneur's Business Plan questions
- Unit 12: Graphic Design Basics questions & Graphic Design quiz

SP: Historical Newsletter research

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

9-10	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research
11-12	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 5: Women's History Month & questions - Unit 5: Women Trailblazers & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 5: worksheet 5b questions - Unit 5: Women Trailblazer questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research	
11-12	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).				

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

9-10	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	- Unit 3: TV Review of The Simpsons - Unit 4: Job Interviews & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions		- Unit 3: The Simpsons questions - Unit 4: Job Interviews questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research	
11-12	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.				

- Unit 12: Graphic Design Basics & questions
- SP: Historical Newsletter research

- Unit 10: Hist. Event research
- Unit 10: Hist. Leader research
- Unit 10: Art Analysis research
- Unit 11: Bus. Owners questions
- Unit 11: An Entrepreneur's Business Plan questions
- Unit 12: Graphic Design Basics questions & Graphic Design quiz
- SP: Historical Newsletter research

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 5: Women's History Month & questions - Unit 5: Women Trailblazers & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 5: worksheet 5b questions - Unit 5: Women Trailblazer questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research
11-12	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research	
11-12	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.				

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9-10	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - AG: Units 1-4		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - AG: Units 1-4 questions, research, & rubrics	
11-12	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	- Unit 9: Historical Speech Analysis: Chief Joseph - AG: Units 1-4 - USH: Unit 7: The Power of Speech		- Unit 9: Chief Joseph analysis & questions - AG: Units 1-4 questions, research, & rubrics - USH: Unit 7: Speech Analysis & rubric	

Integration of Knowledge and Ideas (continued)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	- Unit 9: Historical Speech Analysis: Chief Joseph - AG: Units 1-4 - USH: Unit 7: The Power of Speech		- Unit 9: Chief Joseph analysis & questions - AG: Units 1-4 questions, research, & rubrics - USH: Unit 7: Speech Analysis & rubric	

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research	
11-12	10. 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.				

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	- Unit 2: My New Life - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 2: My New Life writing - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Web site evaluation questions - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Standards for 9-12

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Writing Standards for 9-12

Text Types and Purposes (continued)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	- Unit 2: My New Life - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 2: My New Life writing - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Web site evaluation questions - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- Unit 1: My Room - Unit 2: My New Life - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Paraphrase practice lesson - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 1: My Room writing - Unit 2: My New Life writing - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Paraphrase practice lesson & Paraphrasing quiz - Unit 9: Web site evaluation - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- Unit 1: My Room - Unit 2: My New Life - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Paraphrase practice lesson - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script	- Unit 1: My Room writing - Unit 2: My New Life writing - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Paraphrase practice lesson & Paraphrasing quiz - Unit 9: Web site evaluation - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- Unit 2: My New Life - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay: Relating a Personal Experience - SP: Play script		- Unit 2: My New Life writing - Unit 2: Animal That I Am writing - Directed Writing A - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- Unit 2: My New Life - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay: Relating a Personal Experience - SP: Play script		- Unit 2: My New Life writing - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	- All writing		- All writing - Rubric scores	
11-12	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

9-10	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	All writing		All writing Rubric scores	
11-12	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)				

Writing Standards for 9-12

Production and Distribution of Writing (continued)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	- All writing (except Directed Writings)		- All writing - Rubric scores	
11-12	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Creative Poetry Project - Unit 9: Persuasive Essay - Unit 9: Web site evaluation - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan - USH: Unit 8: Inquiry: The Search for Answers - WH: Unit 7: Modern World History Research Project		- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Creative Poetry Project - Unit 9: Persuasive Essay & rubric - Unit 9: Web site evaluation - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - USH: Unit 8: Inquiry: The Search for Answers & rubric	
11-12	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				

- WH: Unit 7: Modern World History Research Project & rubric

Writing Standards for 9-12

Research to Build and Present Knowledge (continued)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan		- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan	
11-12	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

9-10	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O.Henry - Unit 5: Creative Partner Project (classic story analysis) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry - Unit 8: Creative Poetry Project - Module B test & Directed Writing - Unit 8: Writing About Lit: short stories & poems analysis - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter		- Unit 3: The Simpsons questions - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit: Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions - Unit 8: Creative Poetry Project - Module B test & Directed Writing - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions &	

	and fallacious reasoning").			analysis - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - SP: Historical Newsletter & rubric	

Writing Standards for 9-12

Research to Build and Present Knowledge (continued)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project (classic story analysis) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems analysis - Module B test & Directed Writing - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter		- Unit 3: The Simpsons questions - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Module B test & Directed Writing - Unit 9: Chief Joseph questions & analysis - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - SP: Historical Newsletter & rubric	

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	- All writing		- All writing - Rubric scores	
11-12	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				

Speaking and Listening Standards 9-12

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions	- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story & questions - Unit 5: Classic Short Story & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music - Unit 8 : Whitman & Dunbar Poetry & questions - Un it 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Paraphrasing unit - Unit 9: Web Site Evaluation - SP: Play Script		- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music Venn diagram	

and decision-making (e.g., informal consensus taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- SP: Business Plan
- GP: Final Presentation

- Unit 8 : Whitman & Dunbar questions
- Un it 8: Creative Poetry Project
- Unit 9: Chief Joseph questions & analysis
- Unit 9: Paraphrasing unit& quiz
- Unit 9: Web Site Evaluation
- SP: Play Script & rubric
- SP: Business Plan & rubric
- GP: Final Presentation & rubric

Speaking and Listening Standards 9-12

Comprehension and Collaboration (continued)

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or	- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story & questions - Unit 5: Classic Short Story & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music - Unit 8 : Whitman & Dunbar Poetry & questions - Unit 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Paraphrasing unit - Unit 9: Web Site Evaluation - SP: Play Script - SP: Business Plan - GP: Final Presentation		- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music Venn diagram - Unit 8 : Whitman & Dunbar questions - Un it 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis - Unit 9: Paraphrasing unit& quiz - Unit 9: Web Site Evaluation	

	issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.			- SP: Play Script & rubric - SP: Business Plan & rubric - GP: Final Presentation & rubric

Speaking and Listening Standards 9-12

Comprehension and Collaboration (continued)

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.				
11-12	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

9-10	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	- Unit 9: Chief Joseph historical speech analysis - SP: Business Plan Presentation - GP: Final Presentation - OSH, Unit 7: The Power of Speech	- Historical speech analysis - GP: Final Presentation peer evaluations - Historical speech analysis and editorial		
11-12	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				

Speaking and Listening Standards 9-12

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	
11-12	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.				

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

9-10	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	
11-12	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

9-10	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation	

expectations.)

& rubric
- GP: Final Presentation & rubric

Speaking and Listening Standards 9-12

Presentation of Knowledge and Ideas (continued)

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	

Language Standards 9-12

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	- All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.				

	b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.				
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.					
9-10	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.				

Language Standards 9-12

Knowledge of Language					
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.					
Grades	**Standard**	**Activities**	**Resources**	**Assessment Strategies**	**Power Standards**
9-10	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	- All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 9-12

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase e.g., by checking the inferred meaning in context or in a dictionary).	- All curriculum - All reading passages & questions - All literature, questions, & projects - All expository text & questions - All writing - All research		- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics	

Language Standards 9-12

Vocabulary Acquisition and Use (continued)

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	- All curriculum - All reading passages & questions - All literature, questions, & projects - All expository text & questions - All writing - All research		- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics	

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

9-10	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the	- Unit 3: TV Review of The Simpsons - Unit 3: Media Review - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 6: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project		- Unit 3: The Simpsons questions - Unit 3: Media Review - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions	

text. b. Analyze nuances in the meaning of words with similar denotations.	- Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph -Module B Test & Directed Writing		- Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial notes - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test & Directed Writing

Language Standards 9-12

Vocabulary Acquisition and Use (continued)

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	- Unit 3: TV Review of The Simpsons - Unit 3: Media Review - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph -Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 3: Media Review - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial notes - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test & Directed Writing	

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	- All curriculum	- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics
11-12	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Attachment A.2.

ENGLISH LANGUAGE ARTS

READING LEVELS

ELA Reading Levels

Module	Passage	Reading Level
A, unit 1	Writing Good Paragraphs	10.6
A, unit 3	Global Warming	10.2
A, unit 3	Space Babies & the Scientific Method	11.1
A, unit 3	Marc, Tara, and the Bill of Rights	8.6
A, unit 3	Media Review: The Simpsons	9.8
A, unit 4	Mr. King's Arctic Lesson	7.4
A, unit 4	Vietnam Controversy	6.9
A , unit 4	Face to Face: Job Interviews	8.2
B, unit 5	Women's History Month	9.9
B, unit 5	Women Trailblazers	13.1
B, unit 5	We Were Kids, and the Mall was Big	7.1
B, unit 5	The Cask of Amontillado	5.8 (typically 9-11 grade text)
B, unit 5	The Tell-Tale Heart	5.6 (typically 9-11 grade text)
B, unit 5	The Last Leaf	5.7 (typically 11 grade text)
B, unit 5	Gift of the Magi	6.1 (typically 11 grade text)
B, unit 6	Facts on Dinosaurs	11.2
B, unit 6	Exxon Valdez Disaster	9.9
B, unit 7	Punctuating a Business Letter	7.8
B, unit 7	Don's Dinosaur Passion	9.0
B, unit 8	Impeaching a President	9.7
B, unit 8	I Hear America Singing	17.9
B, unit 8	The Seedling	8.0
C, unit 9	Chief Joseph speech	6.3
C, unit 9	The Plagiarism Problem	9.2
C, unit 10	The Two Leaders	10.4
C, unit 10	New Soda in Town (model for writing)	7.7 (writing assignment requires middle school grade level)
C, unit 11	Carlos and I	7.4
C, unit 11	Cesar Chavez	9.6
C, unit 11	An Entrepreneur's Business Plan	9.5
C, unit 12	Graphic Design Basics	8.0
C, unit 12	Three Diverse Leaders	8.0
Mod B Novels		See book list for lexile levels

Note: Text complexity addresses both the reading level of the text as well as the complexity of the text task. Even with lower level text, high level tasks will require analytical and critical thinking.

Attachment A.3.

ENGLISH LANGUAGE ARTS

WRITING PASSAGES

ELA Writing Passages

- Reading passage questions (Check Your Reading)
  - Aligned to PARCC questions types
    - Selected response
    - Constructed response
    - Extended response
    - Essay response
    - Performance task (coming in 2014-2015 curriculum)
  - Aligned to Webb's DOK and Hess's Cognitive Rigor Matrix
- Prewriting required for all assignments
- All writing assignments meet CDE 9-12 Common Core Standards (see curriculum alignment)

Module	Writing Assignment	
A, unit 1	Letter of Introduction	Narrative writing
A, unit 1	Microsoft Word: Check Your Reading	Text-based questions (SR, CR)
A, unit 1	Subjects, Verbs, Prepositional Phrases notes	Note taking skills, main idea
A, unit 1	Write Your Own Sentences	Application of grammar skills, language
A, unit 1	Worksheets 1A – 1C	Application of grammar skill, PARCC questions
A, unit 1	Writing Good Paragraphs	Identifying parts of a paragraph
A, unit 1	Paragraph Writing notes	Note taking skills, main idea
A , unit 1	My Room	Microsoft Word skills, showing vs. telling, application of paragraph concepts, similes, metaphors, personification
A , unit 2	Fragments notes	Note taking skills, main idea
A , unit 2	Worksheets 2A-2C	Application of grammar skills. PARCC questions
A , unit 2	Prewriting notes	Note taking skills, main idea
A , unit 2	My New Life writing	Prewriting, multi-paragraph, essay structure
A , unit 2	Animal That I Am	Prewriting, research, grammar applications, Microsoft Word skills, multi-paragraph
A , unit 3	Run-ons & Subject Verb Agreement notes	Note taking skills, main idea
A , unit 3	Worksheets 3A-3D	Application of grammar skills, PARCC questions
A , unit 3	Space Babies	PARCC questions, main idea
A , unit 3	Review of a TV Program	PARCC questions, argumentative writing
A , unit 3	Media Review	Prewriting, multi-paragraph, analysis of media genre
A , unit 4	Pronouns notes	Note taking skills, main idea

A , unit 4	Worksheets 4A-4D	Application of grammar skills, PARCC questions
A , unit 4	Formal or Informal Writing	Informal AND formal letters, audience awareness, language, conventions
A , unit 4	Resume	Prewriting, language, persuasive techniques
A , unit 4	Cover letter for resume	Prewriting, language, persuasive techniques
A, unit 4	Job Interviews	PARCC questions
A, unit 4	Follow-up letter	Prewriting, language, persuasive techniques
A, unit 4	Reflections on What I've Learned	Quote analysis & application to own learning
B, unit 5	Commas notes	Note taking skills, main idea
B, unit 5	Write Your Own Sentences	Application of grammar skills, language
B, unit 5	Worksheets 5A-5B	Application of grammar skills, PARCC questions
B, unit 5	Women Trailblazers	PARCC questions, vocabulary
B, unit 5	Themes in Literature	Application to own life, application to other stories
B, unit 5	Modern Short Story	PARCC questions, marginalia
B, unit 5	Creative Partner Project	Literary map: lit terms, quote analysis, theme OR book cover: lit terms, summary, quote analysis, theme
B, unit 6	Apostrophes notes	Note taking skills, main idea
B, unit 6	Write Your Own Sentences	Application of grammar skills, language
B, unit 6	Worksheets 6A-6D	Application of grammar skills, PARCC questions
B, unit 6	Reading Guides	Interpretation, analysis, evaluation of lit terms
B, unit 6	Final Lit Project	Text-based questions, analysis, interpretation, evaluation
B, unit 7	Punctuation notes	Note taking skills, main idea
B, unit 7	Write Your Own Sentences	Application of grammar skills, language
B, unit 7	Dialogue notes	Note taking skills, main idea
B, unit 7	Worksheets 7A-7C	Application of grammar skills, PARCC questions
B, unit 7	Conflict Dialogue	Narrative, dialogue formatting, lit terms, real life scenarios
B, unit 7	Short story notes	Note taking skills, main idea
B, unit 7	Short story of social responsibility	Narrative, language, lit terms, analysis, prewriting,

		revising/editing, plot line, grammar & conventions
B, unit 8	Capitalization notes	Note taking skills, main idea
B, unit 8	Worksheet 8A	Application of grammar skills, PARCC questions
B, unit 8	Poetry & Music	Comparison/contrast
B, unit 8	Understanding Poetry notes	Note taking skills, main idea, connotation/denotation, simile, metaphor, personification, analysis
B, unit 8	Whitman Poetry	Marginalia, PARCC questions, poetry analysis, application of theme
B, unit 8	Dunbar poetry	Marginalia, PARCC questions, poetry analysis, application of theme
B, unit 8	Creative Poetry Project	Poetry analysis, research, marginalia, Microsoft PPT skills
B, unit 8	Writing About Literature	Short story or poem analysis, marginalia, interpretation
B, unit 8	Reflections on What I've Learned	Quote analysis, real life application
C, unit 9	Shifts in Person notes	Note taking skills, main idea
C, unit 9	Worksheet 9A	Application of grammar skills, PARCC questions
C, unit 9	Chief Joseph Historical Speech	Speech analysis, persuasive techniques, PARCC questions, purpose, audience awareness, types of support/details
C, unit 9	Persuasive Essay	Essay structure, prewriting, thesis, counter opposition,
C, unit 9	Thesis Statement notes	Note taking skills, main idea
C, unit 9	Plagiarism	PARCC questions
C, unit 9	Paraphrasing	Application and practice, paragraph skills
C, unit 9	Historical Newsletter: Decade of the Century	Research skills, note taking, main idea, bibliography
C, unit 9	Web Site Evaluation	Research, application, evaluation
C, unit 10	Commonly Confused Words notes	Note taking skills, main idea
C, unit 10	Write Your Own Sentences	Application of grammar skills, language
C, unit 10	Worksheet 10A	Application of grammar skills, PARCC questions
C, unit 10	Historical Event	Research, main idea, details, note taking, narrative/informational,

		bibliography, essay structure, revision
C, unit 10	Historical Leader	Research, main idea, details, note taking, argumentative, bibliography, essay structure, revision
C, unit 10	Art Analysis	Research, main idea, details, note taking, argumentative, bibliography, essay structure, revision, purpose, theme
C, unit 11	Problem Words notes	Note taking skills, main idea
C, unit 11	Write Your Own Sentences	Application of grammar skills, language
C, unit 11	Worksheets 11A-11B	Application of grammar skills, PARCC questions
C, unit 11	Business Ideas notes	Note taking skills, main idea
C, unit 11	Freewriting Business Ideas	Prewriting, brainstorming, real life application
C, unit 11	Entrepreneur's Business Plan	PARCC questions, real life application
C, unit 11	Business Plan	Audience awareness, persuasive techniques, real life application
C, unit 12	Active and Passive Voice notes	Note taking skills, main idea
C, unit 12	Worksheets 12A-12D	Application of grammar skills, PARCC questions
C, unit 12	Graphic Design	PARCC questions, real life application
C, unit 12	Business Card	Audience awareness, persuasive techniques, real life application, Microsoft Publisher skills
C, unit 12	Business Flyer	Audience awareness, persuasive techniques, real life application, Microsoft Word skills
C, unit 12	Business Slides	Audience awareness, persuasive techniques, real life application, Microsoft PowerPoint skills
C, unit 12	Free Choice Writing	College-bound students complete the college entry or persuasive essay. Others choose short story, poetry, song, play, monologue, speech, editorial, research paper, etc.
C, unit 12	Final Essay	Multi-paragraph essay, prewriting, revision, editing, narrative/expository, writing techniques
C, unit 12	Reflections on What I've Learned	Quote analysis, real life

		application

Attachment A.4.

ENGLISH LANGUAGE ARTS

ORAL COMMUNICATIONS CURRICULUM

Oral Communications Curriculum Alignment

Strand: Communication Challenges

Content Standard 1: Students will evaluate various communication challenges

		Connections to CCSS ELA	Curriculum alignment
CC.1.OC1S.1	Apply principles of ethical communication appropriate to context: • *academic honesty* • bias • communication responsibility • plagiarism • respect for *diversity*	W.8 SL.1, SL.2, SL.3, SL.6 L.5	– Academic Honesty Policy – Unit 1 – Unit 2 – Unit 3 – Unit 5
CC.1.OC1S.2	Analyze the reduction of communication barriers: • bias • communication apprehension • environment • noise • nonverbal communication • perception • *proxemics*/spatial • *reticence* • *semantics*	RI.7 W.4, W.7 SL.4, SL.6 L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 5
CC.1.OC1S.3	Identify advantages and disadvantages of electronically mediated and mass communication (e.g., ethics, propaganda, proper procedures, safety)	SL.5	– Unit 5

Strand: Communication Process

Content Standard 2: Students will demonstrate the communication process.

		Connections to CCSS-ELA	Curriculum alignment
CP.2.OC1S.1	Analyze the effect of the communication channel on the sending and receiving of messages	W.4, W.7, W.9 SL.4, SL.5, SL.6 L.3, L.5, L.6	– Unit 1
CP.2.OC1S.2	Examine intrapersonal communication: • goal setting • intrapersonal habits • *Johari Window of self-awareness* • Maslow's hierarchy of needs • perceptual process • self-concept • self-confidence • self-fulfilling prophecy • self-scripts	RI.7 W.4, W.9 SL.1	– Unit 1
CP.2.OC1S.3	Demonstrate mutual respect in interpersonal communication: • aggressive • assertive • conflict-resolution strategies • passive • passive/aggressive	SL.1b	– Unit 2
CP.2.OC1S.4	Demonstrate the ability to give and receive constructive criticism	SL.1, SL.3	– Unit 1 – Unit 2

			– Unit 3
CP.2.OC1S.5	Demonstrate appropriate appreciative, critical, empathetic, and reflective listening skills in formal and informal situations: • active listening behaviors • basic logical fallacies • false assumptions • loaded terms • note taking • sarcasm	SL.1c, SL.1d, SL.3	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CP.2.OC1S.6	Critique oral messages: • clarity • effectiveness of delivery • faulty reasoning • organization of evidence • relevance	W.4 SL.3	– Unit 4
CP.2.OC1S.7	Use context appropriate oral messages: • concrete expressions of thought • connotation vs. denotation • dialects • *International Phonetic Alphabet* • jargon • slang • standard English • words and symbols	SL.3 L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4
CP.2.OC1S.8	Speak while maintaining a formal style and objective tone	SL.4 L.4b, L.6	– Unit 4
CP.2.OC1S.9	Demonstrate effective nonverbal communication skills: • attire • facial expressions • gestures • *paralanguage*	SL.1, SL.3, SL.4 L.6	– Unit 2 – Unit 4

	• platform movement • *proxemics*/spatial communication		
CP.2.OC1S.10	Adjust messages based on feedback: • audience adaptation • peer reviews • self-critique	SL.1, SL.6 L.3, L.5	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5
CP.2.OC1S.11	Use digital media strategically in a variety of communication tasks (e.g., audio, graphic, interactive elements, textual, visual)	W.6 SL.2, SL.5 L.7	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

Strand: Communication Forms

Content Standard 3: Students will use effective forms of communication.

		Connections to CCSS-ELA	Curriculum alignment
CF.3.OC1S.1	Participate in various communication groups (e.g., committees, forums, symposiums, work groups)	SL.1, SL.4 L.6	– Unit 3 – Unit 4
CF.3.OC1S.2	Demonstrate conversation skills in informal communication: • extenders • openers/ice breakers • reduction of negative conversation behaviors (e.g., interruptions, domination) • self-disclosure	SL.1c L.4, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CF.3.OC1S.3	Participate in a range of collaborative discussions: • justification of personal views • leadership • norms • preparation • questioning techniques • responses to diverse perspectives • roles • summarization	SL.1 L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5
CF.3.OC1S.4	Engage in cooperative team-building	SL.1 L.6	– Science labs – Excel surveys in English
CF.3.OC1S.5	Participate in democratic decision-making	SL.1 L.6	–
CF.3.OC1S.6	Prepare an interview	W10 SL.4, SL.6 L.6	– Unit 2
CF.3.OC1S.7	Conduct an interview	SL.4, SL.6 L.1, L.6	– SP Historical Newsletter

CF.3.OC1S.8	Demonstrate appropriate business etiquette: • greetings • introductions • respect for *diversity* • technology	SL.4, SL.5 L.1, L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CF.3.OC1S.9	Present informal speeches adapting the message to a variety of contexts and tasks	SL.4, SL.6 L.1, L.3, L.4, L.5, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 5
CF.3.OC1S.10	Prepare formal speeches (e.g., commemorative, demonstration, informative, persuasive): • analysis of audience • citation of sources • creation of formal outline • identification of purpose • research from credible sources	SL.4, SL.5, SL.6 L.3, L.4, L.6	– Unit 4
CF.3.OC1S.11	Present information, findings, and supporting evidence clearly, concisely, and logically in formal and informal speeches: • appropriateness (e.g., purpose, audience, task) • development • line of reasoning • oral style • organization • substance	W.10 SL.4 L.3, L.4, L.6	– Unit 4
CF.3.OC1S.12	Interpret oral readings from literary and informational texts using appropriate vocal expressions: • diction • elements of *paralanguage* (e.g., inflection, pause, pitch, rate, volume) • mood	W.10 SL.6 L.3, L.4, L.6	– Module C: Chief Joseph historical speech analysis – Module A: Face-to –Face: Job Interviews article and discussion

Attachment B.1.

MATH

ALGEBRA I

Algebra I

Crosswalk

2013-2014

Algebra I

Domain	Cluster	Course Emphases
The Real Number System		
	1. Use properties of rational and irrational numbers	Additional
Quantities*		
	2. Reason quantitatively and use units to solve problems	Supporting
Seeing Structure in Expressions		
	3. Interpret the structure of expressions	Major
	4. Write expressions in equivalent forms to solve problems	Supporting
Arithmetic with Polynomials and Rational Expressions		
	5. Perform arithmetic operations on polynomials	Major
	6. Understand the relationship between zeros and factors of polynomials	Supporting
Creating Equations*		
	7. Create equations that describe numbers or relationships	Major
Reasoning with Equations and Inequalities		
	8. Understand solving equations as a process of reasoning and explain the reasoning	Major
	9. Solve equations and inequalities in one variable	Major
	10. Solve systems of equations	Additional
	11. Represent and solve equations and inequalities graphically	Major
Interpreting Functions		
	12. Understand the concept of a function and use function notation	Major
	13. Interpret functions that arise in applications in terms of the context	Major
	14. Analyze functions using different representations	Supporting
Building Functions		
	15. Build a function that models a relationship between two quantities	Supporting
	16. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models*		
	17. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting
	18. Interpret expressions for functions in terms of the situation they model	Supporting
Interpreting categorical and quantitative data		
	19. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	20. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
	21. Interpret linear models	Major

** Asterisks identify potential opportunities to integrate content with the modeling practice*

Domain: The Real Number System
Cluster(s): 1. Use properties of rational and irrational numbers

CCSS-M Domain and Standard #	CCSS-M Cluster	CCSS-M Standard	PARCC Course Emphases (Category)	Connections in ConTech Math and Instructional Resources
N.RN.3	1	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Additional (NS)	Mod 1: Unit 2 Plato NROC Algebra & Developmental Math

Domain: Quantities*
Cluster(s): 2. Reason quantitatively and use units to solve problems

N.Q.1	2	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Supporting (NS)	Mod 1: Unit 6 Mod 3: Unit 18 Plato NROC Algebra & Developmental Math
N.Q.2	2	Define appropriate quantities for the purpose of descriptive modeling. ALC for N.Q.2: This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.	Supporting (DS)	Mod 3: Unit 17 CCSS Activities in Mod 1-3
N.Q.3	2	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Supporting (NS)	Mod 3: CCSS Activities

Domain: Seeing Structure in Expressions
Cluster(s): 3. Interpret the structure of expressions
4. Write expressions in equivalent forms to solve problems

A.SSE.1	3	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*	Major (LCA)	Mod 1: Unit 4-5 Plato NROC Algebra & Developmental Math
A.SSE.2	3	Use the structure of an expression to identify ways to rewrite it. *For example, see x^4-y^4 as $(x^2)^2-(y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2-y^2)(x^2+y^2)$.* ALC for A.SSE.2: i) Tasks are limited to numerical expressions and polynomial expressions in one	Major (NCA)	Mod 4: Unit 22 Plato NROC Algebra & Developmental Math

		variable. ii) Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form $(53 + 47)(53 - 47)$. See an opportunity to rewrite $a^2 + 9a + 14$ as $(a + 7)(a + 2)$.		
A.SSE.3	4	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. *For example, the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%* ALC for A.SSE.3c: i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. ii) Tasks are limited to exponential expressions with integer exponents.	Supporting (NCS)	Mod 3: Unit 19 Mod 4: Unit 22 Mod 5: Unit 28 Plato NROC Algebra & Developmental Math

Domain: Arithmetic with Polynomials and Rational Expressions
Cluster(s): 5. Perform arithmetic operations on polynomials
6. Understand the relationship between zeros and factors of polynomials

A.APR.1	5	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Major (NCS)	Mod 1: Unit 4 Mod 4: Unit 22 Plato NROC Algebra & Developmental Math
A.APR.3	6	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ALC for A.APR.3 i) Tasks are limited to quadratic and cubic polynomials in which linear and quadratic factors are available. For example, find the zeros of $(x - 2)(x^2 - 9)$.	Supporting (NCA)	

Domain: Creating Equations*
Cluster(s): 7. Create equations that describe numbers or relationships

A.CED.1	7	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* ALC for A.CED.1: i) Tasks are limited to linear, quadratic, or exponential equations with integer exponents.	Major (LCM, NCM)	Mod 1: Unit 6 Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.2	7	Create equations in two or more variables to represent relationships between quantities;	Major	Mod 3: Unit 18

		graph equations on coordinate axes with labels and scales.	(FLCM, FNCM)	CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.3	7	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Major (LCS)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.4	7	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.	Major (LCS)	Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Reasoning with Equations and Inequalities

Cluster(s): 8. Understand solving equations as a process of reasoning and explain the reasoning
9. Solve equations and inequalities in one variable
10. Solve systems of equations
11. Represent and solve equations and inequalities graphically

A.REI.1	8	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ALC for A.REI.1: i) Tasks are limited to quadratic equations.	Major (LCS, NCS)	Mod 1: Unit 5-6 Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.3	9	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Major (LCS)	Mod 1: Units 5-6 Mod 3: Units 18, 19, 21 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.4	9	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. ALC for A.REI.4b: i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions. Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in	Major (NCS)	Mod 3: Unit 19 Mod 4: Unit 22 CCSS Activities Plato NROC Algebra & Developmental Math

		Algebra II.		
A.REI.5	10	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Additional (LCA)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.6	10	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ALC for A.REI.6: i) Tasks have a real-world context. ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).	Additional (LCS)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.10	11	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Major (FLCA)	Mod 3: Unit 19, 20, 21 Mod 4: Unit 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.11	11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* ALC for REI.11: i) Tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. ii) Finding the solutions approximately is limited to cases where f(x) and g(x) are polynomial functions.	Major (LCA, NCA)	Mod 3: Unit 20 & 21 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.12	11	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Major (LCS)	Mod 3: Unit 21 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Interpreting Functions
Cluster(s): 12. Understand the concept of a function and use function notation
13. Interpret functions that arise in applications in terms of the context
14. Analyze functions using different representations

F.IF.1	12	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a	Major (FLCS,	Mod 3: Unit 19 Mod 4: Unit 23 & 26

		function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	FNCS)	CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.2	12	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Major (FLCS, FNCS)	Mod 3: Unit 19 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.3	12	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$. ALC for F.IF.3: i) This standard is part of the Major work in Algebra I and will be assessed accordingly.	Major (FLCA, FNCA)	Mod 3: Unit 19 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.4	13	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** ALC for F.IF.4: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.	Major (FLCA, FNCA)	Mod 3: Unit 19 & 20 Mod 4: Unit 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.5	13	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function* $h(n)$ *gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	Major (FLCA, FNCA)	Mod 3: Unit 19 & 20 Mod 4: Units 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.6	13	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* ALC for F.IF.6: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.	Major (FLCA, FNCA)	Mod 4: Unit 23 CCSS Activities Plato NROC Algebra & Developmental Math

F.IF.7	14	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Supporting (FLCM, FNCM, NCM)	Mod 3: Units 19 & 20 Mod 4: Units 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.8	14	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Supporting (NCA)	Mod 3; Unit 19 Mod 4: Unit 23 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.9	14	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* ALC for F.IF.9: i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.	Supporting (FLCA, FNCA)	Mod 4: CCSS Activity: Printing Tickets

Domain: Building Functions
Cluster(s): 15. Build a function that models a relationship between two quantities
16. Build new functions from existing functions

F.BF.1	15	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. ALC for F.BF.1a: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.	Supporting (FLCA, FNCM)	Mod 3: Unit 19 Mod 4: CCSS Activity: The Canoe Trip Plato NROC Algebra & Developmental Math
F.BF.3	16	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* ALC F.BF.3: i) Identifying the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative) is limited to linear and quadratic functions. ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root	Additional (FLCA, FNCA)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

		functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. iii) Tasks do not involve recognizing even and odd functions. The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.		

Domain: Linear, Quadratic, and Exponential Models*
Cluster(s): 17. Construct and compare linear, quadratic, and exponential models and solve problems
18. Interpret expressions for functions in terms of the situation they model

F.LE.1	17	Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Supporting (FLCA, FNCA)	Mod 3: Unit 19 Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.2	17	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ALC for F.LE.2: i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).	Supporting (LCM, NCM)	Mod 3: Unit 9 Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.3	17	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Supporting (NCA)	Mod 4: Unit 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.5	18	Interpret the parameters in a linear or exponential function in terms of a context. ALC for F.LE.5: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.	Supporting (LCA, NCA)	Mod 3 Units 19-20 Mod 4 Units 23, 25, 26 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Interpreting categorical and quantitative data
Cluster(s): 19. Summarize, represent, and interpret data on a single count or measurement variable
20. Summarize, represent, and interpret data on two categorical and quantitative variables
21. Interpret linear models

S.ID.1	19	Represent data with plots on the real number line (dot plots, histograms, and box	Additional	Mod 3: Unit 17

		plots).	(DS)	CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.2	19	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Additional (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.3	19	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Additional (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.5	20	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Supporting (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.6	20	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. ALC for S.ID.6a: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.	Supporting (LCA, FNCM)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.7	21	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Major (LCA)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.8	21	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Major (LCA)	Mod 3: Unit 17 CCSS Activity: Barbie Bungee CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.9	21	Distinguish between correlation and causation.	Major (LCA)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math

Attachment B.2.

MATH

GEOMETRY

Geometry

Crosswalk

2013-2014

Geometry

Domain	Cluster	Course Emphases
Congruence		
	1. Experiment with transformations in the plane	Supporting
	2. Understand congruence in terms of rigid motions	Major
	3. Prove geometric theorems	Major
	4. Make geometric constructions	Supporting
Similarity, Right Triangles, and Trigonometry		
	5. Understand similarity in terms of similarity transformations	Major
	6. Prove theorems using similarity	Major
	7. Define trigonometric ratios and solve problems involving right triangles	Major
Circles		
	8. Understand and apply theorems about circles	Additional
	9. Find arc lengths and areas of sectors of circles	Additional
Expressing Geometric Properties with Equations		
	10. Translate between the geometric description and the equation of a conic section	Additional
	11. Use coordinates to prove simple geometric theorems algebraically	Major
Geometric measurement and dimension		
	12. Explain volume formulas and use them to solve problems	Additional
	13. Visualize relationships between two-dimensional and three-dimensional objects	Additional
Modeling with Geometry		
	14. Apply geometric concepts in modeling situations	Major

Domain: Congruence

Cluster(s): 1. Experiment with transformations in the plane
2. Understand congruence in terms of rigid motions
3. Prove geometric theorems
4. Make geometric constructions

CCSS-M Domain and Standard #	CCSS-M Cluster	CCSS-M Standard	PARCC Course Emphases (Category)	
G.CO.1	1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Supporting (CS, CIR)	Mod 2: Unit 7 CCSS Activities NROC Developmental Math
G.CO.2	1	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments

G.CO.3	1	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments
G.CO.4	1	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments
G.CO.5	1	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Supporting (CS)	Mod 2: CCSS Activities AutoCAD Assignments
G.CO.6	2	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Major (CS)	Mod 2: Unit 13 Mod 2: CCSS Activities AutoCAD Assignments
G.CO.7	2	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Major (CS)	Mod 2: Units 10 & 13 Mod 2: CCSS Activities AutoCAD Assignments
G.CO.8	2	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Major (CS)	Mod 2: Unit 10 & 13 AutoCAD Assignments
G.CO.9	3	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*	Major (CS)	Mod 2: Geometric Proofs Mod 2 CCSS Activities
G.CO.10	3	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*	Major (CS)	Mod 2 Geometric Proofs Mod 2 CCSS Activities
G.CO.11	3	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*	Major (CS)	Mod 2 Geometric Proofs Mod 2 CCSS Activities
G.CO.12	4	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	Supporting (CS)	Mod 2: Geometric Constructions
G.CO.13	4	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Supporting (CS, CIR)	Mod 2 Geometric Constructions

Domain: Similarity, Right Triangles, and Trigonometry
Cluster(s): 5. Understand similarity in terms of similarity transformations

6. Prove theorems involving similarity
7. Define trigonometric ratios and solve problems involving right triangles

G.SRT.1	5	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Major (CS)	Mod 2: Unit 13 AutoCAD Assignments
G.SRT.2	5	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Major (CS)	Mod 2: Unit 9-10 AutoCAD Assignments
G.SRT.3	5	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Major (CS)	Mod 2: Unit 10 AutoCAD Assignments
G.SRT.4	6	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Major (CS)	Geometric Proofs Unit Mod 2: Unit 13
G.SRT.5	6	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Major (CS)	Mod 2: Unit 9-10
G.SRT.6	7	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Major (CS)	Mod 2: Unit 16
G.SRT.7	7	Explain and use the relationship between the sine and cosine of complementary angles.	Major (CS)	Mod 2: Unit 16
G.SRT.8	7	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Major (CS)	Mod 2: Unit 16

Domain: Circles
Cluster(s): 8. Understand and apply theorems about circles
9. Find arc lengths and areas of sectors of circles

G.C.1	8	Prove that all circles are similar.	Additional (CIR)	Geometric Proofs
G.C.2	8	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Additional (CIR)	Mod 2: Unit 12
G.C.3	8	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Additional (CIR)	Geometric Proofs Unit
G.C.5	9	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Additional (CIR)	Mod 2: Unit 12

Domain: Expressing Geometric Properties with Equations
Cluster(s): 10. Translate between the geometric description and the equation of a conic section
11. Use coordinates to prove simple geometric theorems algebraically

G.GPE.1	10	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Additional (CIR)	Mod 2: Unit 13 Mod 5: Unit 25
G.GPE.4	11	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point* $(1, \sqrt{3})$ *lies on the circle centered at the origin and containing the point* $(0, 2)$.	Major (DG)	Mod 2: Geometric Proofs
G.GPE.5	11	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Major (CS)	Mod 4: Unit 20
G.GPE.6	11	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Major (CS, DG)	Mod 2: Unit 13
G.GPE.7	11	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*	Major (CS, DG)	Mod 2: Unit 11 & 13

Domain: Geometric measurement and dimension
Cluster(s): 12. Explain volume formulas and use them to solve problems
13. Visualize relationships between two-dimensional and three-dimensional objects

G.GMD.1	12	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*	Additional (DG)	Mod 2: Units 12, 14, & 15 AutoCAD Assignments
G.GMD.3	12	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*	Additional (DG)	Mod 2: Units 15 AutoCAD Assignments
G.GMD.4	13	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Additional (DG)	Mod 2: Unit 15 AutoCAD Assignments

Domain: Modeling with Geometry
Cluster(s): 14. Apply geometric concepts in modeling situations

G.MG.1	14	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*	Major (CS)	Mod 2: CCSS Activities

G.MG.2	14	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	Major (DG)	Mod 2: Unit 11 CCSS Activities
G.MG.3	14	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	Major (CS)	Mod 2: CCSS Activities

Attachment B.3.

MATH

ALGEBRA II

Algebra II

Crosswalk

2013-2014

Domain: The Real Number System
Cluster(s): 1. Extend the properties of exponents to rational exponents

N.RN.1	1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of* 5 *because we want* $\left(5^{1/3}\right)^3 = 5^{(1/3)^3}$ *to hold, so* $\left(5^{1/3}\right)^3$ *must equal* 5.	Major (CS)	Mod 4: Unit 25
N.RN.2	1	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Major (CS)	Mod 4: Unit 25

Domain: Quantities*
Cluster(s): 2. Reason quantitatively and use units to solve problems

N.Q.2	2	Define appropriate quantities for the purpose of descriptive modeling. ALC for N.Q.2: This standard will be assessed in Algebra II by ensuring that some modeling tasks (involving Algebra II content or securely held content from previous grades and courses) require the student to create a quantity of interest in the situation being described (i.e., this is not provided in the task). For example, in a situation involving periodic phenomena, the student might autonomously decide that amplitude is a key variable in a situation, and then choose to work with peak amplitude.	Supporting (CM)	Mod 4: CCSS Activities

Domain: The Complex Number System
Cluster(s): 3. Perform arithmetic operations with complex numbers
4. Use complex numbers in polynomial identities and equations

N.CN.1	3	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Additional (CA)	Mod 4: Unit 22
N.CN.2	3	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Additional (CS)	Mod 4: Unit 22
N.CN.7	4	Solve quadratic equations with real coefficients that have complex solutions.	Additional (CS)	Mod 4: Unit 22

Domain: Seeing Structure in Expressions
Cluster(s): 5. Interpret the structure of expressions
6. Write expressions in equivalent forms to solve problems

A.SSE.2	5	Use the structure of an expression to identify ways to rewrite it. *For example, see x^4-y^4 as $(x^2)^2-(y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2-y^2)(x^2+y^2)$.* ALC for A.SSE.2: i) Tasks are limited to polynomial, rational, or exponential expressions. ii) Examples: *see x^4-y^4 as $(x^2)^2-(y^2)^2$*, thus recognizing it as a difference of squares that can be factored as $(x^2-y^2)(x^2+y^2)$. In the equation $x^2+2x+1+y^2=9$, see an opportunity to rewrite the first three terms as $(x+1)^2$, thus recognizing the equation of a circle with radius 3 and center $(-1,0)$. See $(x^2+4)/(x^2+3)$ as $((x^2+3)+1)/(x^2+3)$, thus recognizing an opportunity to write it as $1+1/(x^2+3)$.	Major (CA)	Mod 4: Unit 22
A.SSE.3	6	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%* ALC for A.SSE.3c: i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. ii) Tasks are limited to exponential expressions with rational or real exponents.	Major (CM, CA)	Mod 5: Unit 30 CCSS Activities
A.SSE.4	6	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**	Major (CM)	Mod 5: Unit 31

Domain: Arithmetic with Polynomials and Rational Expressions
Cluster(s): 7. Understand the relationship between zeros and factors of polynomials
8. Use polynomial identities to solve problems
9. Rewrite rational expressions

A.APR.2	7	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Major (CS)	Mod 4: Unit 22
A.APR.3	7	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ALC for A.APR.3: i) Tasks include quadratic, cubic, and quartic polynomials and polynomials for which factors are not provided. For example, find the zeros of $(x^2 - 1)(x^2 + 1)$	Major (CA)	Mod 4: Unit 22, 23, 26 Mod 5: Unit 27, 29
A.APR.4	8	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	Additional (CA)	Mod 4:Unit 22
A.APR.6	9	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Supporting (CA)	Mod 4: Unit 22

Domain: Creating Equations*
Cluster(s): 10. Create equations that describe numbers or relationships

A.CED.1	10	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* ALC for A.CED.1: i) Tasks are limited to exponential equations with rational or real exponents and rational functions. ii) Tasks have a real-world context.	Supporting (CM)	Mod 4: 26 Mod 5: 27, 29, 30 CCSS Activities

Domain: Reasoning with Equations and Inequalities
Cluster(s): 11. Understand solving equations as a process of reasoning and explain the reasoning
12. Solve equations and inequalities in one variable
13. Solve systems of equations
14. Represent and solve equations and inequalities graphically

A.REI.1	11	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ALC for A.REI.1: i) Tasks are limited to simple rational or radical equations.	Major (CS)	Mod 4: Unit 22, 26 Mod 5: Units 27-30 CCSS Activities
A.REI.2	11	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Major (CS)	Mod 4: Unit 25
A.REI.4	12	Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. ALC for A.REI.4b: i) In the case of equations that have roots with nonzero imaginary parts, students write the solutions as $a \pm bi$ for real numbers a and b.	Supporting (CS)	Mod 4: Unit 22 Mod 5: Unit 29 CCSS Activities
A.REI.6	13	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ALC for A.REI.6: i) Tasks are limited to 3x3 systems.	Additional (CS)	Mod 4: Unit 26 CCSS Activities
A.REI.7	13	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.	Additional (CS)	Mod 5:Unit 28
A.REI.11	14	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* ALC for A.REI.11 i) Tasks may involve any of the function types mentioned in the standard.	Major (CA)	Mod 4: Unit 26 Mod 5: Unit 28 CCSS Activities

Domain: Interpreting Functions
Cluster(s): 15. Understand the concept of a function and use function notation
16. Interpret functions that arise in applications in terms of the context
17. Analyze functions using different representations

F.IF.3	15	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$. ALC for F.IF.3: i) This standard is Supporting work in Algebra II. This standard should support the Major work in F-BF.2 for coherence.	Supporting (CA)	Mod 5: Unit 31 CCSS Activities
F.IF.4	16	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** ALC for F.IF.4: i) Tasks have a real-world context ii) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.6 and F-IF.9.	Major (CA)	Mod 4: Unit 23, 25 Mod 5: Unit 27, 29, 30, 31 CCSS Activities
F.IF.6	16	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* ALC for F.IF.6: i) Tasks have a real-world context. ii) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.4 and F-IF.9.	Major (CA)	Mod 4: Unit 23
F.IF.7	17	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Supporting (CM)	Mod 4: Unit 23, 25 Mod 5: Unit 27, 29, 30, 31 CCSS Activities Plato
F.IF.8	17	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Supporting (CA)	Mod 4: Unit 23 CCSS Activities

		b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay*		Plato
F.IF.9	17	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* ALC for F.IF.9: i) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.4 and F-IF.6.	Supporting (CA)	Mod 4: CCSS Activity: Printing Tickets Plato

Domain: Building Functions
Cluster(s): 18. Build a function that models a relationship between two quantities
19. Build new functions from existing functions

F.BF.1	18	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* ALC for F.BF.1a: i) Tasks have a real-world context ii) Tasks may involve linear functions, quadratic functions, and exponential functions.	Major (CM)	Mod 4: CCSS Activity: The Canoe Trip Plato Mod 5: Unit 30
F.BF.2	18	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	Major (CA, CM)	Mod 5: Sequences & Series
F.BF.3	19	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* ALC for F.BF.3: i) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions ii) Tasks may involve recognizing even and odd functions. The function types listed in note (i) are the same as those listed in the Algebra II column for standards F-IF.4, F-IF.6, and F-IF.9.	Additional (CA)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

F.BF.4a	19	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	Additional (CS)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

Domain: Linear, Quadratic, and Exponential Models*
Cluster(s): 20. Construct and compare linear, quadratic, and exponential models and solve problems
21. Interpret expressions for functions in terms of the situation they model

F.LE.2	20	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ALC for F.LE.2: i) Tasks will include solving multi-step problems by constructing linear and exponential functions.	Supporting (CM)	Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.4	20	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Supporting (CS)	Mod 5: Unit 30 Plato
F.LE.5	21	Interpret the parameters in a linear or exponential function in terms of a context. ALC for F.LE.5: i) Tasks have a real-world context. ii) Tasks are limited to exponential functions with domains not in the integers.	Additional (CA)	Mod 4 Units 23, 25, 26 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Trigonometric Functions
Cluster(s): 22. Extend the domain of trigonometric functions using the unit circle
23. Model periodic phenomena with trigonometric functions
24. Prove and apply trigonometric identities

F.TF.1	22	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Additional (CA)	Mod 5: Unit 32 Plato
F.TF.2	22	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Additional (CA)	Mod 5: Unit 32 Plato
F.TF.5	23	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Additional (CM)	Mod 5: Unit 32 Plato Mod 5: CCSS Activities
F.TF.8	24	Prove the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and use it to find $sin(\theta)$, $cos(\theta)$, or $tan(\theta)$ given $sin(\theta)$, $cos(\theta)$, or $tan(\theta)$ and the quadrant of the angle.	Additional (CA, CS)	Mod 5: Unit 32 Plato CCSS Activities

Domain: Expressing Geometric Properties with Equations
Cluster(s): 25. Translate between the geometric description and the equation for a conic section

G.GPE.2	25	Derive the equation of a parabola given a focus and directrix.	Additional (CM)	Mod 5: Unit 28

Domain: Interpreting Categorical and Quantitative Data
Cluster(s): 26. Understand and evaluate random processes underlying statistical experiments
27. Make inferences and justify conclusions from sample surveys, experiments and observational studies

S.ID.4	26	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.ID.6	27	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ALC for S.ID.6a: i) Tasks have a real-world context. ii) Tasks are limited to exponential functions with domains not in the integers and trigonometric functions.	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities

Domain: Making Inferences and Justifying Conclusions
Cluster(s): 28. Understand and evaluate random processes underlying statistical experiments
29. Make inferences and justify conclusions from sample surveys, experiments and observational studies

S.IC.1	28	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.2	28	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability* 0.5. *Would a result of* 5 *tails in a row cause you to question the model?*	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.3	29	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.4	29	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.5	29	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.6	29	Evaluate reports based on data.	Major	Mod 5: Probability & Statistics

			(S)	CCSS Activities

Domain: Conditional Probability and the Rules of Probability
Cluster(s): 30. Understand independence and conditional probability and use them to interpret data
31. Use the rules of probability to compute probabilities of compound events in a uniform probability model

S.CP.1	30	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.2	30	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.3	30	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.4	30	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.5	30	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.6	31	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.7	31	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities

Attachment B.4.

MATH

BRIDGE TO ALGEBRA II

Bridge to Algebra II

Curriculum Crosswalk

2013-2014

Strand: Functional Relationships

Content Standard 1: Interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on functions, and understand the relationship between zeros and factors of polynomials.

		Connections to CCSS-M	Con Tech Activity
FR.1.BTAII.1	Interpret expressions that represent a quantity in terms of its context: • interpret parts of an expression, such as terms, factors, and coefficients • interpret complicated expressions by viewing one or more of their parts as a single entity [e.g., interpret $P(1+r)^n$ as the product of P and a factor not depending on P]	A.SSE.1	Bridge to Algebra II: Unit 1: Exponents and Monomials Unit 2: Polynomials
FR.1.BTAII.2	Use the structure of an expression to identify ways to rewrite it [e.g., see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$]	A.SSE.2	Bridge to Algebra II: Unit 1: Exponents and Monomials Unit 2: Polynomials
FR.1.BTAII.3	Understand that polynomials form a system analogous to the integers and exhibit closure under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	A.APR.1	Bridge to Algebra II: Unit 2: Polynomials
FR.1.BTAII.4	Use various methods to factor quadratic polynomials; understand the relationship between the factored form of a quadratic polynomial and the zeros of a function	Not Applicable	Bridge to Algebra II: Unit 2: Polynomials Unit 14: Graphing Polynomial Functions
FR.1.BTAII.5	Identify zeros of linear and quadratic polynomials when suitable factorizations are available; use the zeros to construct a rough graph of the	A.APR.3	Bridge to Algebra II:

	function defined by the polynomial		Unit 5: Radical Expressions and Quadratic Equations Unit 13: Graphing Quadratics Unit 14: Graphing Polynomial Functions
FR.1.BTAII.6	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters	A.REI.3	Bridge to Algebra II: Unit 3: Solving Equations Inequalities and Absolute Value
FR.1.BTAII.7	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions	A.REI.5	Bridge to Algebra II: Unit 4: Systems of Equations and Inequalities
FR.1.BTAII.8	Interpret the *parameters* in a linear or exponential function in terms of a context	F.LE.5	Bridge to Algebra II: Solving Functions: Units 3-6

Strand: Representing Functions

Content Standard 2: Represent and solve equations and inequalities graphically and analyze functions using different representations.

		Connections to CCSS-M	**Con Tech Activity**
RF.2.BTAII.1	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the	A.REI.11	Bridge to Algebra II:

	equation $f(x) = g(x)$; find the solutions approximately [e.g., using technology to graph the functions, make tables of values or find successive approximations; include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions]		Unit 14: Graphing Polynomial Functions
RF.2.BTAII.2	Graph polynomial functions identifying real zeros from the factored form; show *end behavior* by hand in simple cases and by technology in more complicated cases	F.IF.7c	Bridge to Algebra II: Unit 14: Graphing Polynomial Functions
RF.2.BTAII.3	Explain how the definition of the meaning of rational exponent follows from extending the properties of integer exponents to those values allowing for a notation for radicals in terms of rational exponents	N.RN.1	Bridge to Algebra II: Radicals and Rational Exponents: Unit 7: Introduction to Roots and Rational Exponents Unit 8: Operations with Radicals Unit 9: Radical Equations
RF.2.BTAII.4	Rewrite expressions involving radicals and rational exponents using the properties of exponents	N.RN.2	Bridge to Algebra II: Radicals and Rational Exponents: Unit 7: Introduction to Roots and Rational Exponents Unit 8: Operations with Radicals

			Unit 9: Radical Equations
RF.2.BTAII.5	Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally, as a polynomial function	F.LE.3	Bridge to Algebra II: Unit 15: Comparing Functions Graphs
RF.2.BTAII.6	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines	A.SSE.3b	Bridge to Algebra II: Quadratic Functions: Unit 12: Completing the Square Unit 13: Graphing Quadratics
RF.2.BTAII.7	Solve quadratic equations in one variable: • use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions; derive the quadratic formula from this form • solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation; recognize when the quadratic formula gives complex solutions	A.REI.4	Bridge to Algebra II: Quadratic Functions: Unit 12: Completing the Square Unit 13: Graphing Quadratics Unit 2: Polynomials: Lesson 2 Factoring
RF.2.BTAII.8	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically [e.g., find the points of intersection between the line $y = -3x$ and the	A.REI.7	Bridge to Algebra II: Unit 4: Systems of Equations and

	circle $x^2 + y^2 = 3$]		Inequalities

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

		Connections to CCSS-M	**Con Tech Activity**
FM.3.BTAII.1	Create equations and inequalities in one variable and use them to solve problems, including equations arising from linear, quadratic, and exponential functions	A.CED.1	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	A.CED.2	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context (e.g., represent inequalities describing nutritional and cost constraints on combinations of different foods)	A.CED.3	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations (e.g., rearrange Ohm's law $V = IR$ to highlight resistance R)	A.CED.4	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities-Formulas

FM.3.BTAII.5	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship: key features include intercepts; intervals where the function is increasing, decreasing, positive or negative; maximums and minimums; symmetries; and *end behavior*	F.IF.4	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.6	Relate the *domain* of a function to its graph and, where applicable, to the quantitative relationship it describes [e.g., if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate *domain* for the function]	F.IF.5	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.7	Calculate and interpret the *average rate of change* of a function, presented symbolically or as a table, over a specified interval; estimate the rate of change from a graph	F.IF.6	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.8	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and by technology in more complicated cases: • graph exponential functions, showing intercepts and *end behavior* • graph square root, cube root, and *piecewise-defined functions*, including step functions and absolute value functions	F.IF.7b,e	Bridge to Algebra II: Unit 17: Interpreting Features of Functions

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

Connections **Con Tech Activity**

to CCSS-M

FM.3.BTAII.9	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function: • use the process of factoring and completing the square in a quadratic function to show zeros, *extreme values*, and symmetry of the graph, and interpret these in terms of a context • use the properties of exponents to interpret expressions for exponential functions	F.IF.8	Bridge to Algebra II: Unit 18: Comparisons of Functions
FM.3.BTAII.10	Compare properties of two functions each represented in a different way algebraically, graphically, numerically in tables, or by verbal descriptions (e.g., given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum)	F.IF.9	Bridge to Algebra II: Unit 18: Comparisons of Functions
FM.3.BTAII.11	Write a function that describes a relationship between two quantities: • combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model) • determine an explicit expression, a *recursive process*, or steps for calculation from a context	F.BF.1a,b	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions
FM.3.BTAII.12	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k, both positive and negative; find the value of k given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; include recognizing *even* and *odd functions* from their graphs and algebraic expressions for them	F.BF.3	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions

FM.3.BTAII.13	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse; write an expression for the inverse [e.g., $f(x) = 2x^2$ (x is greater than or equal to 0) or $f(x) = 5x + 1$]	F.BF.4a	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions
FM.3.BTAII.14	Define appropriate quantities for the purpose of *descriptive modeling*	N.Q.2	Bridge to Algebra II: CCSS Activity Requirement
FM.3.BTAII.15	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	N.Q.3	Bridge to Algebra II: CCSS Activity Requirement
FM.3.BTAII.16	Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary in the case of a strict inequality; graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	A.REI.12	Bridge to Algebra II: Unit 3: Solving Equations Inequalities and Absolute Value- Lesson 4- Graphing Systems of Equations and Inequalities
FM.3.BTAII.17	Recognize that sequences are functions, sometimes defined recursively, whose *domain* is a subset of the integers [e.g., the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$]	F.IF.3	Bridge to Algebra II: Unit 20: Sequences and Series
FM.3.BTAII.18	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	F.LE.1c	ConTech Math Mod 5
FM.3.BTAII.19	Construct linear and exponential functions, including *arithmetic sequences* and *geometric sequences*, given a graph, a description of a relationship, or two input-output pairs; read linear and exponential functions from a table	F.LE.2	CCSS Activity: Sorting Functions

FM.3.BTAII.20	Use the properties of exponents to transform expressions for exponential functions	A.SSE.3c	ConTech Math Mod 5

Strand: Statistics and Probability

Content Standard 4: Summarize, represent, and interpret data on a single count or a measurement variable and use probability to evaluate outcomes of decisions.

		Connections to CCSS-M	**Con Tech Activity**
SP.4.BTAII.1	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets	S.ID.2	Unit 20: Statistical Graphs and Tables Unit 21: Measures of Center Unit 22: Graphical Representations
SP.4.BTAII.2	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)	S.MD.6	Unit 23: Probability
SP.4.BTAII.3	Represent data on two quantitative variables on a scatter plot and describe how the variables are related: • fit a function to the data; use functions fitted to data to solve problems in the context of the data; use given functions or choose a function suggested by the context; emphasize linear and exponential	S.ID.6a,b	CCSS Activity: Super Bowl Statistics CCSS Activity: Barbie Bungee

	models • informally assess the fit of a function by plotting and analyzing *residuals*		
SP.4.BTAII.4	Compute and interpret the *correlation coefficient* of a linear fit using technology	S.ID.8	CCSS Activity: Barbie Bungee CCSS Activity: Super Bowl Statistics

Attachment B.5.

MATH

ALGEBRA III

Algebra III

Crosswalk

2013-2014

Algebra III

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase understanding of algebraic, graphical, and numerical methods to analyze, translate and solve polynomial, rational, exponential, and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of matrices and conics. Arkansas teachers are responsible for integrating appropriate technology and including the eight Standards for Mathematical Practice found in the Common Core State Standards for Mathematics (CCSS-M). Algebra III does not require Arkansas Department of Education approval.

Strand: Matrix Operations

Content Standard 1: Students will perform operations with matrices and use them to solve systems of equations.

		Connections to CCSS-M	Connections in ConTech Math
MO.1.AIII.1	Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network)	N.VM.6	Unit 4: Matrices and Vectors
MO.1.AIII.2	Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled)	N.VM.7	Unit 4: Matrices and Vectors
MO.1.AIII.3	Add, subtract, and multiply matrices of appropriate dimensions	N.VM.8	Unit 4: Matrices and Vectors
MO.1.AIII.4	Understand that, unlike multiplication of numbers, *matrix multiplication* for square matrices is not a commutative operation, but still satisfies the associative and distributive properties	N.VM.9	Unit 4: Matrices and Vectors

MO.1.AIII.5	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers; the *determinant* of a square matrix is nonzero if and only if the matrix has a multiplicative inverse	N.VM.10	Unit 4: Matrices and Vectors
MO.1.AIII.6	Multiply a *vector* (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another *vector*; work with matrices as *transformations* of *vectors*	N.VM.11	Unit 4: Matrices and Vectors
MO.1.AIII.7	Work with 2×2 matrices as *transformations* of the plane; interpret the absolute value of the *determinant* in terms of area	N.VM.12	Unit 4: Matrices and Vectors
MO.1. AIII.8	Represent a system of linear equations as a single matrix equation in a *vector variable*	A.REI.8	Unit 4: Matrices and Vectors
MO.1. AIII.9	Find the inverse of a matrix if it exists; use the inverse to solve systems of linear equations using technology for matrices of dimension 3×3 or greater	A.REI.9	Unit 4: Matrices and Vectors

Strand: Conic Sections

Content Standard 2: Students will identify, analyze, and sketch the graphs of the conic sections and relate the equations and graphs.

		Connections to CCSS-M	Connections to ConTech Math
CS.2. AIII.1	Find the *conjugate* of a *complex number*; use *conjugates* to find *moduli* and quotients of *complex numbers*	N.CN.3	Unit 5: Imaginary and Complex Numbers
CS.2. AIII.2	Derive the equations of ellipses and hyperbolas given the *foci*, using the fact that the sum or difference of distances from the *foci* is constant; find the equations for the	G.GPE.3	Unit 6: Conic Sections: Ellipses Unit 6: Conic Sections: Hyperbolas

	asymptotes of a hyperbola		
CS.2. AIII.3	Complete the square in order to generate an equivalent form of an equation for a *conic section;* use that equivalent form to identify key characteristics of the *conic section*	Not Applicable	Unit 6: Conic Sections
CS.2. AIII.4	Identify, graph, write, and analyze equations of each type of *conic section*, using properties such as *symmetry*, intercepts, *foci*, *asymptotes*, and *eccentricity*, and using technology when appropriate	Not Applicable	Unit 6: Conic Sections
CS.2. AIII.5	Solve systems of equations and inequalities involving conics and other types of equations, with and without appropriate technology	Not Applicable	Unit 6: Conics: Part 6: Solving Systems of Equations including Conics

Strand: Function Operations and Properties

Content Standard 3: Students will be able to find the inverse of functions and use composition of functions to prove that two functions are inverses.

		Connections to CCSS-M	Connections to ConTech Math
FOP.3.AIII.1	Compose functions (e.g., if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time)	F.BF.1c	Unit 1: Advanced Studies of Functions: Lesson 1-Composite Functions
FOP.3.	Verify, by *composition,* that one function is the inverse of	F.BF.4b	Unit 1: Advanced Studies of Functions: Lesson 2-Inverse

AIII.2	another		Functions
FOP.3. AIII.3	Read values of an *inverse function* from a graph or a table, given that the function has an inverse	F.BF.4c	Unit 1: Advanced Studies of Functions: Lesson 2-Inverse Functions
FOP.3. AIII.4	Produce an *invertible function* from a *non-invertible function* by restricting the domain	F.BF.4d	Unit 1: Advanced Studies of Functions: Lesson 2-Inverse Functions
FOP.3. AIII.5	Combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model)	F.BF.1b	Unit 1: Advanced Studies of Functions: Lesson 3: Transformations of Functions
FOP.3. AIII.6	Understand the inverse relationship between exponents and *logarithms;* use this relationship to solve problems involving *logarithms* and exponents	F.BF.5	Unit 1: Advanced Studies of Functions: Lesson 4: Exponential and Logarithmic Functions
FOP.3.AIII.7	Graph *transformations* of functions including quadratic, absolute value, square root, cube root, cubic, and step functions; graph *piece-wise* defined functions including these *transformations*	G.CO.2	Unit 1: Advanced Studies of Functions: Lesson 3: Transformations of Functions Unit 1: Advanced Studies of Functions: Lesson 6: Graphing Piecewise Functions
FOP.3. AIII.8	Determine numerically, graphically, and algebraically if a function is even, odd, or neither	F.IF.9	Unit 1: Lesson 5: Graphs of Polynomial Functions

Strand: Interpreting Functions

Content Standard 4: Students will be able to interpret different types of functions and key characteristics including polynomial, exponential, logarithmic, and rational functions.

		Connections to CCSS-M	Connections to ConTech Math
IF.4. AIII.1	Graph rational functions identifying zeros and *asymptotes* when suitable factorizations are available; show end behavior	F.IF.7d	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.2	Analyze and interpret polynomial functions numerically, graphically, and algebraically, identifying key characteristics such as intercepts, end behavior, domain and range, relative and absolute *maximum* and *minimum*, as well as intervals over which the function increases and decreases	F.IF.4	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.3	Analyze and interpret rational functions numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes* (*vertical, horizontal*, and slant), end behavior, point discontinuities, intercepts, and domain and range	F.IF.7d	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.4	Analyze and interpret *exponential functions* numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes*, end behavior, intercepts, and domain and range	F.IF.7e	Unit 2: Interpreting Functions: Lesson 2: Polynomials Unit 2: Interpreting Functions: Lesson 3: Comparing Exponential and Logarithmic Functions
IF.4. AIII.5	Analyze and interpret *logarithmic functions* numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes*, end behavior, intercepts, and domain and range	F.IF.7e	Unit 2: Interpreting Functions: Lesson 3: Comparing Exponential and Logarithmic Functions
IF.4. AIII.6	Build functions to model real-world applications using	F.BF.1d,	Unit 2: Interpreting Functions: Lesson 4: Building Functions

	algebraic operations on functions and *composition of functions,* with and without appropriate technology [e.g., profit functions as well as volume and surface area (*optimization* subject to constraints)]	F.BF.1c	

Strand: Sequences and Series

Content Standard 5: Students will use sequences and series to represent and analyze mathematical situations.

		Connections to CCSS-M	Connections to ConTech Math
SS.5. AIII.1	Write *arithmetic* and *geometric sequences* both recursively and with an explicit formula; translate between the two forms	F.BF.2	Unit 3: Sequences and Series
SS.5. AIII.2	Use *arithmetic* and *geometric sequences* both recursively and with an explicit formula to model situations	F.BF.2	Unit 3: Sequences and Series
SS.5. AIII.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers	F.IF.3	Unit 3: Sequences and Series
SS.5. AIII.4	Use sequences and series to solve real world problems, with and without appropriate technology	Not Applicable	Unit 3: Sequences and Series

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MAY 20 2014
STANDARDS ASSURANCE

May 20, 2014

To: Mr. Johnie Walters and the Arkansas Department of Education

Cc:
Mr. Roy Causbie, Standards Assurance Specialist
Ms. Mari Beth Nokes, Standards Assurance Specialist
Mr. Randall Lawrence, Standards Assurance Specialist
Ms. Maggie Herrick, Social Studies/Language Arts Specialist
Mr. Anthony Owen, Math Specialist - Secondary

Re: Notice of Probationary Status Appeal Hearing, June 14, 2014

On April 2, 2014 Mr. Johnie Walters and other members of the On-Site Review (OSR) Team arrived at the SIATech Charter School campus and met with the SIATech principal and counselor and other SIATech staff. The Team visited classrooms, questioned the math teacher and two English teachers and requested written materials from teachers

On May 01, 2014, pursuant to Ark. Code Ann. 6-15-203, Arkansas Department of Education (ADE) notified SIATech Charter High School that it had failed to meet standards of accreditation for the 2013-2014 school year.

On May 14, 2014 SIATech Charter High School filed an appeal of the ADE's determination to the Arkansas State Board of Education (State Board). A certified letter was delivered to SIATech Charter High School on May 16, 2014, stating that the State Board would conduct a hearing concerning the appeal of SIATech Charter High School on Thursday, June 12, 2014, in the Auditorium of the Arkansas Department of education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.

On May 14, 2014 SIATech Charter High School and its representatives appeared at the Arkansas State Charter Board hearing to respond to the findings of the OSR team visit of April 2, 2014. The OSR review team documented two specific areas of concerns in the areas of curriculum, specifically; English Language Arts, mathematics, and social science and also in alignment between SIATech eSchool reporting and TRIAND.

SIATech staff presented to the board that the OSR team specifically asked for curriculum materials in hard copy format. SIATech charter school's site staff indicated that one of the team members did view some of the digital math lessons but other than that they preferred to use curriculum/ program materials that were on paper. As outlined in SIATech's charter application, SIATech's innovative blended delivery model is predominantly digital in nature and was developed to engage a dropout recovery student population. The 1 to 1 student to computer ratio allows SIATech to take full advantage of all that a blended learning environment has to offer. SIATech's coursework is housed in Blackboard's ANGEL Learning Management System

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In 2005, SIATech was a Golden Bell award recipient for its innovative curriculum by the California School Boards Association (CSBA). The goal of this award is to contribute to the development and evaluation of curriculum, instruction and support services. In 2011, SIATech received a full five-year accreditation from AdvancED for its SIATech Little Rock Charter High School, and for its central offices and all subsidiary programs associated with SIATech, including MYcroSchool, NEWCorp, and RAPSA. Additionally, SIATech and its campuses in California were recognized as a California Distinguished School in 2013. Also in 2013 SIATech's digital ELA curriculum was featured on www.HippoCampus.org and is currently available to all **HippoCampus** subscribers as Open Educational Resources. SIATech's blended learning model was also featured in **Innosight Institute's** "The Rise of K–12 Blended Learning: Profiles of Emerging Models" May 2011 report. Note: *The Innosight Institute is now known as the Clayton Christianson Institute for Disruptive Innovation.* Chris Sturgis, a founding member of the **Youth Transition Funders Group (YTFG)** writes the following about SIATech in her Blog dated March 19, 2012, *"They (SIATech) focus on providing digitized instruction and tools where it makes the most sense, allowing teachers to focus their attention on topics that need individualized support such as writing or when students are stuck."*

The agility of this curriculum delivery model allows SIATech to update and make curricular revisions throughout the year. SIATech standards alignment documents are typically finalized each summer with all changes, revisions and enhancements that have been made throughout the year. These new documents are uploaded prior to the start of each school year. Since the review team elected to focus their review on paper documents as opposed to the digital materials, a comprehensive curriculum review could not have resulted. The review team documented concerns in the areas of English Language Arts, mathematics, and social science. As evidenced by the 2013-14 alignment documents provided herein, SIATech's curriculum demonstrates a comprehensive alignment to the ADE Common Core State Standards. Below is a brief description of the accompanying documents that address each of the documented curricular concerns.

ELA

With all digital curriculum and English resources, all English courses are 100% compliant with ADE CCSS.

• Attached are current (2013-2014) curriculum crosswalk documents that demonstrate 100% of ADE CCSS. (Please see Attachment A.1.)

• ELA Reading Passages: In response to concerns regarding grade level appropriateness, every reading passage was checked using https://readabilityscore.com/. Reading levels vary from middle school to college level. Text complexity addresses both the reading level of the text as well as the complexity of the text task.
Even with lower level text, high level tasks will require analytical and critical thinking.
(Please see Attachment A.2.)

• ELA Writing Passages: In response to concerns regarding grade level appropriateness of writing assignments, an alignment study was done using ADE CCSS, PARCC question types, and Webb's DOK as well as Hess's Cognitive Rigor Matrix, which demonstrated alignment.
(Please see Attachment A.3.)

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• Updated Oral Communications Framework and alignment: In response to concerns that the Oral Communications Framework was outdated, an updated crosswalk was completed to show alignment to the current curriculum requirement. (Please see Attachment A.4.)

MATH

The attached current Crosswalks, for the courses below, reflect the current alignment with 2013-14 Arkansas curriculum requirements.

• Algebra 1 (See Attachment B.1.)
• Geometry (See Attachment B.2.)
• Algebra II (See Attachment B.3.)
• Bridge to Algebra II (See Attachment B.4.)
• Algebra III (See Attachment B.5.)

Including all digital curriculum and math resources, all math courses are 100% compliant with ADE CCSS. Additional upper level math courses are available to any students utilizing PLATO and/or NROC.2

SOCIAL STUDIES

Plans for World History Course Development (Please see Attachment **C.1**).
Plans for the 2014-2015 year include the addition of units to create a more comprehensive curriculum.

Economics and Government were recently externally evaluated and determined to prepare students to be *college and career ready*.

U.S. History has had significant revisions in the digital curriculum effective August 2013.

The attached current Crosswalks, for the courses below, reflect the current alignment with 2013-14 Arkansas curriculum requirements.

• Economics (See Attachment C.2.)
• Civics (See Attachment C.3.)
• U. S. History (See Attachment C.4.)
• World History (See Attachment C.5)

CCSS Literacy Standards Alignment Across **Content Areas** (See Attachment D.1.)
In response to concerns that social studies curriculum was not aligned to ADE CCSS, Literacy Standards for History, Social Studies, Science, and Technical Subjects, the 2013-2014 crosswalk has been updated to reflect the alignment for the literacy curriculum requirements. This crosswalk reflects full compliance with ADE CCSS Literacy Standards.

PLATO

List of PLATO content available: The PLATO course content allows students to be assigned appropriate curriculum based on their individual learning plan (ILP).for supplemental or remediation purposes. (Please see Attachment E.1.)

PLATO Courseware White Paper: The PLATO white paper explains the curriculum alignment to CCSS and the research behind the curriculum. (Please see Attachment E.2.)

National Repository of Online Courses Collections (NROC – is the owner of (www.HippoCampus.org). (Please see Attachment E.3.)
The NROC course content provides an additional resource to SIATech instructors, allowing students to be assigned appropriate curriculum based on their individual learning plan (ILP)

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TRANSCRIPT ALIGNMENT EFFORTS

SIATech eSchool and TRIAND Correspondence re: Student Transcripts

The following communication notes pertain to efforts regarding assurance of accurate and consistent communication of data between SIATech eSchool and TRIAND student transcripts. (Please see +Attachment F.1.) Summaries of the school registrar's email communication are listed below.

School Year 2011-12: Emails, June 14 – 20, 2012 to Curtis Shack & Carmen Jordan, APSCN

In August, 2011, APSCN personnel set up the SIATech eSchool system with yearly final grades reported. In June, 2012, the registrar was not able to submit the school cycle 7* report. It was determined that the lack of semester grades caused error messages. SIATech's field representative, Curtis Shack, spoke to programming staff and said no one realized we were not using semester grades. Programming cleared the errors and the school cycle 7 report was successively submitted.

**Cycle 7 is the only cycle report in which grades are pulled.*

School Year 2012-13: Emails, June 4-5, 2013 to Carmen Jordan, APSCN

Error messages regarding the absence of semester grades appeared again when the registrar tried to complete this year's Cycle 7 report. Carmen Jordan worked to determine how Curtis Shack had corrected the errors from the previous year. Carmen Jordan informed the registrar that semester grades needed to be entered because TRIAND only pulls semester grades. The registrar set up students with semester grades and manually entered all grades to submit this year's cycle 7 report. When the registrar met with the school field representative, Vanessa Hatcher, at the APSCN Data Center to do year-end rollover, she asked her to review the SIATech setup to ensure grades would pull into TRIAND. At this point, it was the registrar's understanding that the system was now correct.

School Year 2013-14: Emails, October 1, 2013 to Carmen Jordan, APSCN

SIATech provides an open-entry, open-exit competency-based school program, so students can complete courses at various times during the school year. In these emails, Carmen Jordan was informed that the registrar was unable to enter semester grades during a term and reschedule a student for his or her next course. Grades could only be entered at the end of the term, and they had to be entered manually. At random intervals the registrar checked the grades/credits that were pulled into TRIAND and found it to be intermittently correct. When it was not successful, the registrar continued with attempted corrections.

April 1 – May 5, 2014 to Sarah Cox, TRIAND, and Carmen Jordan, Vanessa Hatcher, Monica Stovall, APSCN

Even with the semester setup, SIATech student grades were not consistently pulling into TRIAND correctly. On May 5, 2014, Vanessa Hatcher opened an additional semester grade screen in the SIATech TRIAND system. The registrar can now manually enter grades at any time and reschedule students as necessary. At this time course grades and credits are consistently pulling into TRIAND correctly. SIATech staff is most appreciative of the efforts of Sara Cox, Carmen Jordan, Vanessa Hatcher and Monica Stovall to correct this issue.[4]

Copies of student transcripts comparing SIATech eSchool and TRIAND transcripts are included as described below:

SIATech graduates with SIATech coursework credits earned only in SY 2013 – 14

All SIATech credits for graduates with SIATech credit only in 2013-2014 have pulled into TRIAND correctly. (Please see Attachment F.2.)
SIATech graduates with SIATech coursework credits earned during SY 2013 – 14 **and** coursework credits earned during in one or both previous school years (2011 – 12 and/or 2012 – 13).
All 2013-2014 SIATech credits for these graduates have pulled into TRIAND correctly with the exception of one English 4 credit for one student. Due to an incorrect setup in the master schedule, this course did not pull correctly. The school registrar is in the process of correcting this error.
The eSchool transcript and first page of the TRIAND transcript are provided to facilitate convenience with comparing the transcripts. (Please see Attachment F.3.)
Student credits earned during the 2011-12 or 2012-13 years do not appear in TRIAND. The school registrar is in communication with APSCN programming staff as they are currently working to address this issue. Staff is appreciative of their efforts.
All SIATech students sign a Smart Core waiver. (Please see Attachment F.4.)

At the Conclusion of the Charter board hearing **Mr. Anthony Owen, Math Specialist – Secondary,** stated that SIATech Math Curriculum showed 100% alignment with Arkansas State Standards. Mr. Johnie Walters stated that other members of the ADE curriculum team had not time to review the submitted curriculum documents so they could not comment on the percent alignment of the SIATech curriculum to other state standards. Arkansas Education Commissioner Tom Kimbrell recommended that the Charter Board take no Action until the curriculum team had time to review the rest of the curriculum materials submitted by SIATech Charter High School.

Mr. Johnie Walters went on to state that it would appear that SIATech's eSchool reporting and Triand reporting issues were now corrected and reports were in alignment. Mr. Walters added that there was no evidence that any courses or grades were "manufactured" or falsified.

Arkansas Education Commissioner Kimbrell noted that he was aware that eSchool and Triand reporting would be challenging for SIATech Charter high school because the state system was designed to accept traditional semester courses and grades, while SIATech intended to enter only final grades for student's coursework. Dr. Kimbrell stated that he had shared his concerns as early as spring 2011 and he was assured that ADE would work with SIATech to ensure accurate reporting to TRIAND. Dr. Kimbrell also stated that student reporting issues appeared to be resolved or were very close to being resolved.

Based upon the resolution of eSchool and TRIAND reporting issues and, the presentation of curriculum materials which show complete alignment with Arkansas state standards, it is the feeling of SIATech Charter High School and, its board of directors, that SIATech Charter High School **does** meet the Arkansas Standards of accreditation for the 2013 – 2014 school year and its current probationary status should be changed to **meets standards** for the 2013-14 school year.

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INDEX of Attachments

Attachment A.1.	2013-2014 CCSS Crosswalk English Language Arts	6
Attachment A.2.	English Language Arts Reading Levels	38
Attachment A.3.	English Language Arts Writing Passages	40
Attachment A.4.	English Language Arts Oral Communications	46
Attachment B.1.	2013-2014 CCSS Crosswalk Math – Algebra 1	53
Attachment B.2.	2013-2014 CCSS Crosswalk Math – Geometry	64
Attachment B.3.	2013-2014 CCSS Crosswalk Math – Algebra II	72
Attachment B.4.	2013-2014 CCSS Crosswalk Math – Bridge to Algebra II	83
Attachment B.5.	2013-2014 CCSS Crosswalk Math – Algebra III	94
Attachment C.1.	2014-2015 World History Development Plans	102
Attachment C.2.	2014-2015 CCSS Crosswalk Social Studies – Economics	104
Attachment C.3.	2013-2014 CCSS Crosswalk Social Studies – Civics	118
Attachment C.4.	2013-2014 CCSS Crosswalk Social Studies – United States History	127
Attachment C.5.	2013-2014 CCSS Crosswalk Social Studies – World History	150
Attachment D.1.	CCSS Literacy Standards: Alignment Across Content Areas	162
Attachment E.1.	PLATO Courseware	190
Attachment E.2.	PLATO Courseware White Paper	192
Attachment E.3.	NROC Collections Document	226
Attachment F.1.	E-Mail Correspondence 6/12, 10/13, 6/13, 4/14, 5/14	231
Attachment F.2.	SIATech 2013-14 Graduates' Transcripts	253

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Attachment A.1.

2013 – 2014 CCSS Crosswalk

ENGLISH LANGUAGE ARTS

Reading Standards for Literature in English Language Arts 9-10

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Worksheet 6b: Reading for Inferences - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial & story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: Worksheet 6b: questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10	2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				

Reading Standards for Literature in English Language Arts 9-10

Key Ideas and Details (continued)

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story & tutorial - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	
11-12	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare & others.)				

Reading Standards for Literature in English Language Arts 9-10

Craft and Structure (continued)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, ore stanza) relate to each other and the whole.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	- Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 7: Social Responsibility tutorial notes, story, & rubric - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Literary Analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test score & Directed Writing rubric score	

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project	
11-12	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project	

- Unit 8: Literary Analysis & rubric
- Unit 9: Chief Joseph questions & analysis
- Mod B Test score & DW rubric

Reading Standards for Literature in English Language Arts 9-10

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	- Supplemental lesson in College Readiness Module (see resources)	-Writing for Success: unit 6: Macbeth play and Browing poem comparison	- rubric	
11-12	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)				

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9-10	8. (Not applicable to literature)				
11-12	8. (Not applicable to literature)				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	- Unit 5: Classic Short Stories: Poe & O'Henry - Unit 6: Exploring Lit, Reading Guides, & Final Lit Project - Unit 8: Whitman Poetry - Unit 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph		- Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry questions - Unit 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis	
11-12	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.				

Demonstration of SIATech's comprehensive alignment to the ADE Common Core State Standards

Reading Standards for Literature in English Language Arts 9-10

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	- Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Module B Test & Directed Writing		- Unit 5: "We Were Kids" questions - Unit 5: Creative Partner Project - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 8: Poetry/Music Venn diagram, poetry questions, & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis - Module B Test score & DW rubric	
11-12	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.				

Reading Standards for Informational Text in ELA 9-12

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research	
11-12	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10	2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis &	
11-12	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.				

		- Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.			
9-10	3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research
11-12	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.		

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 5: Women's History Month & questions - Unit 5: Women Trailblazers & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research		- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 5: worksheet 5b questions - Unit 5: Women Trailblazer questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research	
11-12	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).				

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

9-10	5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	- Unit 3: TV Review of The Simpsons - Unit 4: Job Interviews & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions		- Unit 3: The Simpsons questions - Unit 4: Job Interviews questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research	
11-12	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.				

		- Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	- Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	- Unit 3: TV Review of The Simpsons - Unit 3: Global Warming & questions - Unit 3: Space Babies & questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews & questions - Unit 5: Women's History Month & questions - Unit 5: Women Trailblazers & questions - Unit 6: Facts on Disasters & questions - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Plagiarism & questions - Unit 9: Decade of the Century research - Unit 10: Juarez & Lincoln & questions - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - Unit 11: Cesar Chavez & questions - Unit 11: Young Business Owners & questions - Unit 11: An Entrepreneur's Business Plan & questions - Unit 12: Graphic Design Basics & questions - SP: Historical Newsletter research	- Unit 3: The Simpsons questions - Unit 3: worksheet 3b questions - Unit 3: Space Babies questions - Unit 3: Bill of Rights & questions - Unit 4: Job Interviews questions - Unit 5: worksheet 5b questions - Unit 5: Women Trailblazer questions - Unit 6: worksheet 6b questions - Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 9: Plagiarism & questions, Paraphrasing quiz - Unit 9: Decade research - Unit 10: Two Leaders questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - Unit 11: Chavez questions - Unit 11: Bus. Owners questions - Unit 11: An Entrepreneur's Business Plan questions - Unit 12: Graphic Design Basics questions & Graphic Design quiz SP: Historical Newsletter research
11-12	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research	
11-12	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.				

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

10	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research - AG: Units 1-4		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research - AG: Units 1-4 questions, research, & rubrics	
11-12	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	- Unit 9: Historical Speech Analysis: Chief Joseph - AG: Units 1-4 - USH: Unit 7: The Power of Speech		- Unit 9: Chief Joseph analysis & questions - AG: Units 1-4 questions, research, & rubrics - USH: Unit 7: Speech Analysis & rubric	

Integration of Knowledge and Ideas (continued)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	- Unit 9: Historical Speech Analysis: Chief Joseph - AG: Units 1-4 - USH: Unit 7: The Power of Speech		- Unit 9: Chief Joseph analysis & questions - AG: Units 1-4 questions, research, & rubrics - USH: Unit 7: Speech Analysis & rubric	

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	- Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Decade of the Century research - Unit 10: Historical Event research - Unit 10: Historical Leader research - Unit 10: Historical Art Analysis research		- Unit 6: recommended novels, short stories, & narratives; Reading Guide; questions; Book Clubs; & Final Lit Project - Unit 9: Chief Joseph analysis & questions - Unit 10: Hist. Event research - Unit 10: Hist. Leader research - Unit 10: Art Analysis research	
11-12	10. 10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.				

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	- Unit 2: My New Life - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 2: My New Life writing - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit: Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Web site evaluation questions - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Standards for 9-12

Writing Standards for 9-12

Text Types and Purposes (continued)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	- Unit 2: My New Life - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 2: My New Life writing - Unit 3: Media Review - Unit 5: Modern Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Web site evaluation questions - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- Unit 1: My Room - Unit 2: My New Life - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Paraphrase practice lesson - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 1: My Room writing - Unit 2: My New Life writing - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Paraphrase practice lesson & Paraphrasing quiz - Unit 9: Web site evaluation - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- Unit 1: My Room - Unit 2: My New Life - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Paraphrase practice lesson - Unit 9: Web site evaluation - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay - SP: Historical Newsletter - SP: Business Plan - SP: Play script		- Unit 1: My Room writing - Unit 2: My New Life writing - Unit 2: Animal That I Am - Unit 3: Media Review - Unit 4: Letter with Informal Style - Unit 4: Letter with Formal Style - Unit 4: Cover Letter - Unit 4: Follow-up Letter - Unit 5: Modern Story questions - Unit 5: Creative Partner Project Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Paraphrase practice lesson & Paraphrasing quiz - Unit 9: Web site evaluation - Unit 9: Chief Joseph questions & analysis - Unit 9: Persuasive Essay & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- Unit 2: My New Life - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay: Relating a Personal Experience - SP: Play script		- Unit 2: My New Life writing - Unit 2: Animal That I Am writing - Directed Writing A - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- Unit 2: My New Life - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay: Relating a Personal Experience - SP: Play script		- Unit 2: My New Life writing - Unit 2: Animal That I Am - Directed Writing A - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Conflict-Dialogue - Unit 7: Social Responsibility Short Story & rubric - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 12: Free-choice Writing - Unit 12: Final Essay & rubric - SP: Play script & rubric	

Writing Standards for 9-12

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	- All writing		- All writing - Rubric scores	
11-12	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)				

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

9-10	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	- All writing		- All writing - Rubric scores	
11-12	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)				

Writing Standards for 9-12

Production and Distribution of Writing (continued)

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	- All writing (except Directed Writings)		- All writing - Rubric scores	
11-12	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Creative Poetry Project - Unit 9: Persuasive Essay - Unit 9: Web site evaluation - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan - USH: Unit 8: Inquiry: The Search for Answers - WH: Unit 7: Modern World History Research Project		- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Creative Poetry Project - Unit 9: Persuasive Essay & rubric - Unit 9: Web site evaluation - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter & rubric - SP: Business Plan & rubric - USH: Unit 8: Inquiry: The Search for Answers & rubric	
11-12	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				

- WH: Unit 7: Modern World History Research Project & rubric

Writing Standards for 9-12

Research to Build and Present Knowledge (continued)

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project (analysis of short story) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan -		- Unit 2: Animal That I Am - Unit 3: Media Review - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Persuasive Essay - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter - SP: Business Plan	
11-12	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project (classic story analysis) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry - Unit 8: Creative Poetry Project - Module B test & Directed Writing - Unit 8: Writing About Lit: short stories & poems analysis - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter		- Unit 3: The Simpsons questions - Unit 5: Modern Short Story questions" - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions - Unit 8: Creative Poetry Project - Module B test & Directed Writing - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions &	

	and fallacious reasoning").			analysis - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - SP: Historical Newsletter & rubric	

Writing Standards for 9-12

Research to Build and Present Knowledge (continued)

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").	- Unit 3: TV Review of The Simpsons - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project (classic story analysis) - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 8: Whitman & Dunbar poetry - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems analysis - Module B test & Directed Writing - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Historical Art Analysis article - SP: Historical Newsletter		- Unit 3: The Simpsons questions - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 8: Whitman & Dunbar questions - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Module B test & Directed Writing - Unit 9: Chief Joseph questions & analysis - Unit 10: Historical Event article - Unit 10: Historical Leader article - Unit 10: Art Analysis article - SP: Historical Newsletter & rubric	

Range of Writing					
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
Grades	**Standard**	**Activities**	**Resources**	**Assessment Strategies**	**Power Standards**
9-10	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	- All writing		- All writing - Rubric scores	
11-12	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.				

Speaking and Listening Standards 9-12

Comprehension and Collaboration					
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
Grades	**Standard**	**Activities**	**Resources**	**Assessment Strategies**	**Power Standards**
9-10	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions	- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story & questions - Unit 5: Classic Short Story & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music - Unit 8 : Whitman & Dunbar Poetry & questions - Un it 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Paraphrasing unit - Unit 9: Web Site Evaluation - SP: Play Script		- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music Venn diagram	

	and decision-making (e.g., informal consensus taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	- SP: Business Plan - GP: Final Presentation		- Unit 8 : Whitman & Dunbar questions - Un it 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis - Unit 9: Paraphrasing unit& quiz - Unit 9: Web Site Evaluation - SP: Play Script & rubric - SP: Business Plan & rubric - GP: Final Presentation & rubric	

Speaking and Listening Standards 9-12

Comprehension and Collaboration (continued)

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or	- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story & questions - Unit 5: Classic Short Story & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music - Unit 8 : Whitman & Dunbar Poetry & questions - Unit 8: Creative Poetry Project - Unit 9: Historical Speech Analysis: Chief Joseph - Unit 9: Paraphrasing unit - Unit 9: Web Site Evaluation - SP: Play Script - SP: Business Plan - GP: Final Presentation		- Unit 5: Universal Themes - Unit 5: Themes in Literature - Unit 5: Examine a Story's Plotline - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions & Creative Partner Project - Unit 6: Genre Study - Unit 6: Exploring Literature Book Club & Final Lit Project - Unit 7: Conflict Dialogue - Unit 8: Poetry & Music Venn diagram - Unit 8 : Whitman & Dunbar questions - Un it 8: Creative Poetry Project - Unit 9: Chief Joseph questions & analysis - Unit 9: Paraphrasing unit& quiz - Unit 9: Web Site Evaluation	

	issue, clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.			- SP: Play Script & rubric - SP: Business Plan & rubric - GP: Final Presentation & rubric	
	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.				

Speaking and Listening Standards 9-12

Comprehension and Collaboration (continued)

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	
11-12	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.				

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

9-10	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	- Unit 9: Chief Joseph historical speech analysis - SP: Business Plan Presentation - GP: Final Presentation - USH, unit 7: The Power of Speech	- Historical speech analysis - GP: Final Presentation peer evaluations - Historical speech analysis and editorial		
11-12	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.				

Speaking and Listening Standards 9-12

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	
11-12	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.				

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

9-10	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	
11-12	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

9-10	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation	

& rubric
- GP: Final Presentation & rubric

Speaking and Listening Standards 9-12

Presentation of Knowledge and Ideas (continued)

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation - GP: Final Presentation		- Unit 6: Exploring Literature Final Project - Unit 8: Creative Poetry Project - SP: Business Plan Presentation & rubric - GP: Final Presentation & rubric	

Language Standards 9-12

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	- All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.				

	b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.				

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	- All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.				

Language Standards 9-12

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	- All curriculum		- All assignments - All Directed Writing - All Module Tests - Rubrics	
11-12	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.				

a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 9-12

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase e.g., by checking the inferred meaning in context or in a dictionary).	- All curriculum - All reading passages & questions - All literature, questions, & projects - All expository text & questions - All writing - All research		- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics	

Language Standards 9-12

Vocabulary Acquisition and Use (continued)

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	- All curriculum - All reading passages & questions - All literature, questions, & projects - All expository text & questions - All writing - All research		- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics	

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

9-10	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the	- Unit 3: TV Review of The Simpsons - Unit 3: Media Review - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project		- Unit 3: The Simpsons questions - Unit 3: Media Review - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions	

text. b. Analyze nuances in the meaning of words with similar denotations.	- Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph -Module B Test & Directed Writing	- Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial notes - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions & analysis -Module B Test & Directed Writing	

Language Standards 9-12

Vocabulary Acquisition and Use (continued)

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	- Unit 3: TV Review of The Simpsons - Unit 3: Media Review - Unit 5: Modern Short Story: "We Were Kids" - Unit 5: Classic Short Story: Poe or O'Henry - Unit 5: Creative Partner Project - Unit 6: Exploring Lit, Reading Guide, & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial - Unit 8: Whitman & Dunbar poetry & Poetry tutorial - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short stories & poems - Unit 9: Historical Speech Analysis: Chief Joseph -Module B Test & Directed Writing		- Unit 3: The Simpsons questions - Unit 3: Media Review - Unit 5: Modern Short Story questions - Unit 5: Classic Short Story questions - Unit 5: Creative Partner Project - Unit 6: Exploring Lit Reading Guide & Final Lit Project - Unit 7: Social Responsibility Short Story tutorial notes - Unit 8: Whitman & Dunbar questions & Poetry tutorial notes - Unit 8: Creative Poetry Project - Unit 8: Writing About Lit: short story or poem analysis & rubric - Unit 9: Chief Joseph questions & analysis - Module B Test & Directed Writing	

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-10	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	- All curriculum	- All questions - All projects - All writing assignments - All Directed Writing - All Module Tests - All quizzes - Rubrics
11-12	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		

Attachment A.2.

ENGLISH LANGUAGE ARTS

READING LEVELS

ELA Reading Levels

Module	Passage	Reading Level
A, unit 1	Writing Good Paragraphs	10.6
A, unit 3	Global Warming	10.2
A, unit 3	Space Babies & the Scientific Method	11.1
A, unit 3	Marc, Tara, and the Bill of Rights	8.6
A, unit 3	Media Review: The Simpsons	9.8
A, unit 4	Mr. King's Arctic Lesson	7.4
A, unit 4	Vietnam Controversy	6.9
A, unit 4	Face to Face: Job Interviews	8.2
B, unit 5	Women's History Month	9.9
B, unit 5	Women Trailblazers	13.1
B, unit 5	We Were Kids, and the Mall was Big	7.1
B, unit 5	The Cask of Amontillado	5.8 (typically 9-11 grade text)
B, unit 5	The Tell-Tale Heart	5.6 (typically 9-11 grade text)
B, unit 5	The Last Leaf	5.7 (typically 11 grade text)
B, unit 5	Gift of the Magi	6.1 (typically 11 grade text)
B, unit 6	Facts on Dinosaurs	11.2
B, unit 6	Exxon Valdez Disaster	9.9
B, unit 7	Punctuating a Business Letter	7.8
B, unit 7	Don's Dinosaur Passion	9.0
B, unit 8	Impeaching a President	9.7
B, unit 8	I Hear America Singing	17.9
B, unit 8	The Seedling	8.0
C, unit 9	Chief Joseph speech	6.3
C, unit 9	The Plagiarism Problem	9.2
C, unit 10	The Two Leaders	10.4
C, unit 10	New Soda in Town (model for writing)	7.7 (writing assignment requires middle school grade level)
C, unit 11	Carlos and I	7.4
C, unit 11	Cesar Chavez	9.6
C, unit 11	An Entrepreneur's Business Plan	9.5
C, unit 12	Graphic Design Basics	8.0
C, unit 12	Three Diverse Leaders	8.0
Mod B Novels		See book list for lexile levels

Note: Text complexity addresses both the reading level of the text as well as the complexity of the text task. Even with lower level text, high level tasks will require analytical and critical thinking.

Attachment A.3.

ENGLISH LANGUAGE ARTS

WRITING PASSAGES

ELA Writing Passages

- Reading passage questions (Check Your Reading)
  - Aligned to PARCC questions types
    - Selected response
    - Constructed response
    - Extended response
    - Essay response
    - Performance task (coming in 2014-2015 curriculum)
  - Aligned to Webb's DOK and Hess's Cognitive Rigor Matrix
- Prewriting required for all assignments
- All writing assignments meet CDE 9-12 Common Core Standards (see curriculum alignment)

Module	Writing Assignment	
A, unit 1	Letter of Introduction	Narrative writing
A, unit 1	Microsoft Word: Check Your Reading	Text-based questions (SR, CR)
A, unit 1	Subjects, Verbs, Prepositional Phrases notes	Note taking skills, main idea
A, unit 1	Write Your Own Sentences	Application of grammar skills, language
A, unit 1	Worksheets 1A – 1C	Application of grammar skill, PARCC questions
A, unit 1	Writing Good Paragraphs	Identifying parts of a paragraph
A, unit 1	Paragraph Writing notes	Note taking skills, main idea
A , unit 1	My Room	Microsoft Word skills, showing vs. telling, application of paragraph concepts, similes, metaphors, personification
A , unit 2	Fragments notes	Note taking skills, main idea
A , unit 2	Worksheets 2A-2C	Application of grammar skills. PARCC questions
A , unit 2	Prewriting notes	Note taking skills, main idea
A , unit 2	My New Life writing	Prewriting, multi-paragraph, essay structure
A , unit 2	Animal That I Am	Prewriting, research, grammar applications, Microsoft Word skills, multi-paragraph
A , unit 3	Run-ons & Subject Verb Agreement notes	Note taking skills, main idea
A , unit 3	Worksheets 3A-3D	Application of grammar skills, PARCC questions
A , unit 3	Space Babies	PARCC questions, main idea
A , unit 3	Review of a TV Program	PARCC questions, argumentative writing
A , unit 3	Media Review	Prewriting, multi-paragraph, analysis of media genre
A , unit 4	Pronouns notes	Note taking skills, main idea

A , unit 4	Worksheets 4A-4D	Application of grammar skills, PARCC questions
A , unit 4	Formal or Informal Writing	Informal AND formal letters, audience awareness, language, conventions
A , unit 4	Resume	Prewriting, language, persuasive techniques
A , unit 4	Cover letter for resume	Prewriting, language, persuasive techniques
A, unit 4	Job Interviews	PARCC questions
A, unit 4	Follow-up letter	Prewriting, language, persuasive techniques
A, unit 4	Reflections on What I've Learned	Quote analysis & application to own learning
B, unit 5	Commas notes	Note taking skills, main idea
B, unit 5	Write Your Own Sentences	Application of grammar skills, language
B, unit 5	Worksheets 5A-5B	Application of grammar skills, PARCC questions
B, unit 5	Women Trailblazers	PARCC questions, vocabulary
B, unit 5	Themes in Literature	Application to own life, application to other stories
B, unit 5	Modern Short Story	PARCC questions, marginalia
B, unit 5	Creative Partner Project	Literary map: lit terms, quote analysis, theme OR book cover: lit terms, summary, quote analysis, theme
B, unit 6	Apostrophes notes	Note taking skills, main idea
B, unit 6	Write Your Own Sentences	Application of grammar skills, language
B, unit 6	Worksheets 6A-6D	Application of grammar skills, PARCC questions
B, unit 6	Reading Guides	Interpretation, analysis, evaluation of lit terms
B, unit 6	Final Lit Project	Text-based questions, analysis, interpretation, evaluation
B, unit 7	Punctuation notes	Note taking skills, main idea
B, unit 7	Write Your Own Sentences	Application of grammar skills, language
B, unit 7	Dialogue notes	Note taking skills, main idea
B, unit 7	Worksheets 7A-7C	Application of grammar skills, PARCC questions
B, unit 7	Conflict Dialogue	Narrative, dialogue formatting, lit terms, real life scenarios
B, unit 7	Short story notes	Note taking skills, main idea
B, unit 7	Short story of social responsibility	Narrative, language, lit terms, analysis, prewriting,

		revising/editing, plot line, grammar & conventions
B, unit 8	Capitalization notes	Note taking skills, main idea
B, unit 8	Worksheet 8A	Application of grammar skills, PARCC questions
B, unit 8	Poetry & Music	Comparison/contrast
B, unit 8	Understanding Poetry notes	Note taking skills, main idea, connotation/denotation, simile, metaphor, personification, analysis
B, unit 8	Whitman Poetry	Marginalia, PARCC questions, poetry analysis, application of theme
B, unit 8	Dunbar poetry	Marginalia, PARCC questions, poetry analysis, application of theme
B, unit 8	Creative Poetry Project	Poetry analysis, research, marginalia, Microsoft PPT skills
B, unit 8	Writing About Literature	Short story or poem analysis, marginalia, interpretation
B, unit 8	Reflections on What I've Learned	Quote analysis, real life application
C, unit 9	Shifts in Person notes	Note taking skills, main idea
C, unit 9	Worksheet 9A	Application of grammar skills, PARCC questions
C, unit 9	Chief Joseph Historical Speech	Speech analysis, persuasive techniques, PARCC questions, purpose, audience awareness, types of support/details
C, unit 9	Persuasive Essay	Essay structure, prewriting, thesis, counter opposition,
C, unit 9	Thesis Statement notes	Note taking skills, main idea
C, unit 9	Plagiarism	PARCC questions
C, unit 9	Paraphrasing	Application and practice, paragraph skills
C, unit 9	Historical Newsletter: Decade of the Century	Research skills, note taking, main idea, bibliography
C, unit 9	Web Site Evaluation	Research, application, evaluation
C, unit 10	Commonly Confused Words notes	Note taking skills, main idea
C, unit 10	Write Your Own Sentences	Application of grammar skills, language
C, unit 10	Worksheet 10A	Application of grammar skills, PARCC questions
C, unit 10	Historical Event	Research, main idea, details, note taking, narrative/informational,

		bibliography, essay structure, revision
C, unit 10	Historical Leader	Research, main idea, details, note taking, argumentative, bibliography, essay structure, revision
C, unit 10	Art Analysis	Research, main idea, details, note taking, argumentative, bibliography, essay structure, revision, purpose, theme
C, unit 11	Problem Words notes	Note taking skills, main idea
C, unit 11	Write Your Own Sentences	Application of grammar skills, language
C, unit 11	Worksheets 11A-11B	Application of grammar skills, PARCC questions
C, unit 11	Business Ideas notes	Note taking skills, main idea
C, unit 11	Freewriting Business Ideas	Prewriting, brainstorming, real life application
C, unit 11	Entrepreneur's Business Plan	PARCC questions, real life application
C, unit 11	Business Plan	Audience awareness, persuasive techniques, real life application
C, unit 12	Active and Passive Voice notes	Note taking skills, main idea
C, unit 12	Worksheets 12A-12D	Application of grammar skills, PARCC questions
C, unit 12	Graphic Design	PARCC questions, real life application
C, unit 12	Business Card	Audience awareness, persuasive techniques, real life application, Microsoft Publisher skills
C, unit 12	Business Flyer	Audience awareness, persuasive techniques, real life application, Microsoft Word skills
C, unit 12	Business Slides	Audience awareness, persuasive techniques, real life application, Microsoft PowerPoint skills
C, unit 12	Free Choice Writing	College-bound students complete the college entry or persuasive essay. Others choose short story, poetry, song, play, monologue, speech, editorial, research paper, etc.
C, unit 12	Final Essay	Multi-paragraph essay, prewriting, revision, editing, narrative/expository, writing techniques
C, unit 12	Reflections on What I've Learned	Quote analysis, real life

		application

Attachment A.4.

ENGLISH LANGUAGE ARTS

ORAL COMMUNICATIONS CURRICULUM

Oral Communications Curriculum Alignment

Strand: Communication Challenges

Content Standard 1: Students will evaluate various communication challenges

		Connections to CCSS-ELA	Curriculum alignment
CC.1.OC1S.1	Apply principles of ethical communication appropriate to context: • *academic honesty* • bias • communication responsibility • plagiarism • respect for *diversity*	W.8 SL.1, SL.2, SL.3, SL.6 L.5	– Academic Honesty Policy – Unit 1 – Unit 2 – Unit 3 – Unit 5
CC.1.OC1S.2	Analyze the reduction of communication barriers: • bias • communication apprehension • environment • noise • nonverbal communication • perception • *proxemics*/spatial • *reticence* • *semantics*	RI.7 W.4, W.7 SL.4, SL.6 L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 5
CC.1.OC1S.3	Identify advantages and disadvantages of electronically mediated and mass communication (e.g., ethics, propaganda, proper procedures, safety)	SL.5	– Unit 5

Strand: Communication Process

Content Standard 2: Students will demonstrate the communication process.

		Connections to CCSS-ELA	Curriculum alignment
CP.2.OC1S.1	Analyze the effect of the communication channel on the sending and receiving of messages	W.4, W.7, W.9 SL.4, SL.5, SL.6 L.3, L.5, L.6	– Unit 1
CP.2.OC1S.2	Examine intrapersonal communication: • goal setting • intrapersonal habits • *Johari Window of self-awareness* • Maslow's hierarchy of needs • perceptual process • self-concept • self-confidence • self-fulfilling prophecy • self-scripts	RI.7 W.4, W.9 SL.1	– Unit 1
CP.2.OC1S.3	Demonstrate mutual respect in interpersonal communication: • aggressive • assertive • conflict-resolution strategies • passive • passive/aggressive	SL.1b	– Unit 2
CP.2.OC1S.4	Demonstrate the ability to give and receive constructive criticism	SL.1, SL.3	– Unit 1 – Unit 2

			– Unit 3
CP.2.OC1S.5	Demonstrate appropriate appreciative, critical, empathetic, and reflective listening skills in formal and informal situations: • active listening behaviors • basic logical fallacies • false assumptions • loaded terms • note taking • sarcasm	SL.1c, SL.1d, SL.3	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CP.2.OC1S.6	Critique oral messages: • clarity • effectiveness of delivery • faulty reasoning • organization of evidence • relevance	W.4 SL.3	– Unit 4
CP.2.OC1S.7	Use context appropriate oral messages: • concrete expressions of thought • connotation vs. denotation • dialects • *International Phonetic Alphabet* • jargon • slang • standard English • words and symbols	SL.3 L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4
CP.2.OC1S.8	Speak while maintaining a formal style and objective tone	SL.4 L.4b, L.6	– Unit 4
CP.2.OC1S.9	Demonstrate effective nonverbal communication skills: • attire • facial expressions • gestures • *paralanguage*	SL.1, SL.3, SL.4 L.6	– Unit 2 – Unit 4

	• platform movement • *proxemics*/spatial communication		
CP.2.OC1S.10	Adjust messages based on feedback: • audience adaptation • peer reviews • self-critique	SL.1, SL.6 L.3, L.5	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5
CP.2.OC1S.11	Use digital media strategically in a variety of communication tasks (e.g., audio, graphic, interactive elements, textual, visual)	W.6 SL.2, SL.5 L.7	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

Strand: Communication Forms

Content Standard 3: Students will use effective forms of communication.

		Connections to CCSS-ELA	Curriculum alignment
CF.3.OC1S.1	Participate in various communication groups (e.g., committees, forums, symposiums, work groups)	SL.1, SL.4 L.6	– Unit 3 – Unit 4
CF.3.OC1S.2	Demonstrate conversation skills in informal communication: • extenders • openers/ice breakers • reduction of negative conversation behaviors (e.g., interruptions, domination) • self-disclosure	SL.1c L.4, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CF.3.OC1S.3	Participate in a range of collaborative discussions: • justification of personal views • leadership • norms • preparation • questioning techniques • responses to diverse perspectives • roles • summarization	SL.1 L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5
CF.3.OC1S.4	Engage in cooperative team-building	SL.1 L.6	– Science labs – Excel surveys in English
CF.3.OC1S.5	Participate in democratic decision-making	SL.1 L.6	–
CF.3.OC1S.6	Prepare an interview	W10 SL.4, SL.6 L.6	– Unit 2
CF.3.OC1S.7	Conduct an interview	SL.4, SL.6 L.1, L.6	– SP Historical Newsletter

CF.3.OC1S.8	Demonstrate appropriate business etiquette: • greetings • introductions • respect for *diversity* • technology	SL.4, SL.5 L.1, L.3, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 4 – Unit 5

CF.3.OC1S.9	Present informal speeches adapting the message to a variety of contexts and tasks	SL.4, SL.6 L.1, L.3, L.4, L.5, L.6	– Unit 1 – Unit 2 – Unit 3 – Unit 5
CF.3.OC1S.10	Prepare formal speeches (e.g., commemorative, demonstration, informative, persuasive): • analysis of audience • citation of sources • creation of formal outline • identification of purpose • research from credible sources	SL.4, SL.5, SL.6 L.3, L.4, L.6	– Unit 4
CF.3.OC1S.11	Present information, findings, and supporting evidence clearly, concisely, and logically in formal and informal speeches: • appropriateness (e.g., purpose, audience, task) • development • line of reasoning • oral style • organization • substance	W.10 SL.4 L.3, L.4, L.6	– Unit 4
CF.3.OC1S.12	Interpret oral readings from literary and informational texts using appropriate vocal expressions: • diction • elements of *paralanguage* (e.g., inflection, pause, pitch, rate, volume) • mood	W.10 SL.6 L.3, L.4, L.6	– Module C: Chief Joseph historical speech analysis – Module A: Face-to –Face: Job Interviews article and discussion

Attachment B.1.

MATH

ALGEBRA I

Algebra I

Crosswalk

2013-2014

Algebra I

Domain	Cluster	Course Emphases
The Real Number System		
	1. Use properties of rational and irrational numbers	Additional
Quantities*		
	2. Reason quantitatively and use units to solve problems	Supporting
Seeing Structure in Expressions		
	3. Interpret the structure of expressions	Major
	4. Write expressions in equivalent forms to solve problems	Supporting
Arithmetic with Polynomials and Rational Expressions		
	5. Perform arithmetic operations on polynomials	Major
	6. Understand the relationship between zeros and factors of polynomials	Supporting
Creating Equations*		
	7. Create equations that describe numbers or relationships	Major
Reasoning with Equations and Inequalities		
	8. Understand solving equations as a process of reasoning and explain the reasoning	Major
	9. Solve equations and inequalities in one variable	Major
	10. Solve systems of equations	Additional
	11. Represent and solve equations and inequalities graphically	Major
Interpreting Functions		
	12. Understand the concept of a function and use function notation	Major
	13. Interpret functions that arise in applications in terms of the context	Major
	14. Analyze functions using different representations	Supporting
Building Functions		
	15. Build a function that models a relationship between two quantities	Supporting
	16. Build new functions from existing functions	Additional
Linear, Quadratic, and Exponential Models*		
	17. Construct and compare linear, quadratic, and exponential models and solve problems	Supporting
	18. Interpret expressions for functions in terms of the situation they model	Supporting
Interpreting categorical and quantitative data		
	19. Summarize, represent, and interpret data on a single count or measurement variable	Additional
	20. Summarize, represent, and interpret data on two categorical and quantitative variables	Supporting
	21. Interpret linear models	Major

* *Asterisks identify potential opportunities to integrate content with the modeling practice*

Domain: The Real Number System
Cluster(s): 1. Use properties of rational and irrational numbers

CCSS-M Domain and Standard #	CCSS-M Cluster	CCSS-M Standard	PARCC Course Emphases (Category)	Connections in ConTech Math and Instructional Resources
N.RN.3	1	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	Additional (NS)	Mod 1: Unit 2 Plato NROC Algebra & Developmental Math

Domain: Quantities*
Cluster(s): 2. Reason quantitatively and use units to solve problems

N.Q.1	2	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Supporting (NS)	Mod 1: Unit 6 Mod 3: Unit 18 Plato NROC Algebra & Developmental Math
N.Q.2	2	Define appropriate quantities for the purpose of descriptive modeling. ALC for N.Q.2: This standard will be assessed in Algebra I by ensuring that some modeling tasks (involving Algebra I content or securely held content from grades 6-8) require the student to create a quantity of interest in the situation being described (i.e., a quantity of interest is not selected for the student by the task). For example, in a situation involving data, the student might autonomously decide that a measure of center is a key variable in a situation, and then choose to work with the mean.	Supporting (DS)	Mod 3: Unit 17 CCSS Activities in Mod 1-3
N.Q.3	2	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Supporting (NS)	Mod 3: CCSS Activities

Domain: Seeing Structure in Expressions
Cluster(s): 3. Interpret the structure of expressions
4. Write expressions in equivalent forms to solve problems

A.SSE.1	3	Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and coefficients. b. Interpret complicated expressions by viewing one or more of their parts as a single entity. *For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.*	Major (LCA)	Mod 1: Unit 4-5 Plato NROC Algebra & Developmental Math
A.SSE.2	3	Use the structure of an expression to identify ways to rewrite it. *For example, see x^4-y^4 as $(x^2)^2-(y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2-y^2)(x^2+y^2)$.* ALC for A.SSE.2: i) Tasks are limited to numerical expressions and polynomial expressions in one	Major (NCA)	Mod 4: Unit 22 Plato NROC Algebra & Developmental Math

		variable. ii) Examples: Recognize $53^2 - 47^2$ as a difference of squares and see an opportunity to rewrite it in the easier-to-evaluate form $(53 + 47)(53 - 47)$. See an opportunity to rewrite $a^2 + 9a + 14$ as $(a + 7)(a + 2)$.		
A.SSE.3	4	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* a. Factor a quadratic expression to reveal the zeros of the function it defines. b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. c. Use the properties of exponents to transform expressions for exponential functions. *For example, the expression* 1.15^t *can be rewritten as* $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ *to reveal the approximate equivalent monthly interest rate if the annual rate is 15%* ALC for A.SSE.3c: i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. ii) Tasks are limited to exponential expressions with integer exponents.	Supporting (NCS)	Mod 3: Unit 19 Mod 4: Unit 22 Mod 5: Unit 28 Plato NROC Algebra & Developmental Math

Domain: Arithmetic with Polynomials and Rational Expressions
Cluster(s): 5. Perform arithmetic operations on polynomials
6. Understand the relationship between zeros and factors of polynomials

A.APR.1	5	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Major (NCS)	Mod 1: Unit 4 Mod 4: Unit 22 Plato NROC Algebra & Developmental Math
A.APR.3	6	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ALC for A.APR.3 i) Tasks are limited to quadratic and cubic polynomials in which linear and quadratic factors are available. For example, find the zeros of $(x - 2)(x^2 - 9)$.	Supporting (NCA)	Mod 3: Unit 19 Mod 4: Unit 22 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Creating Equations*
Cluster(s): 7. Create equations that describe numbers or relationships

A.CED.1	7	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* ALC for A.CED.1: i) Tasks are limited to linear, quadratic, or exponential equations with integer exponents.	Major (LCM, NCM)	Mod 1: Unit 6 Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.2	7	Create equations in two or more variables to represent relationships between quantities;	Major	Mod 3: Unit 18

		graph equations on coordinate axes with labels and scales.	(FLCM, FNCM)	CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.3	7	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. *For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Major (LCS)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.CED.4	7	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. *For example, rearrange Ohm's law* $V = IR$ *to highlight resistance* R.	Major (LCS)	Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Reasoning with Equations and Inequalities
Cluster(s): 8. Understand solving equations as a process of reasoning and explain the reasoning
9. Solve equations and inequalities in one variable
10. Solve systems of equations
11. Represent and solve equations and inequalities graphically

A.REI.1	8	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ALC for A.REI.1: i) Tasks are limited to quadratic equations.	Major (LCS, NCS)	Mod 1: Unit 5-6 Mod 3: Unit 18 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.3	9	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Major (LCS)	Mod 1: Units 5-6 Mod 3: Units 18, 19, 21 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.4	9	Solve quadratic equations in one variable. a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. ALC for A.REI.4b: i) Tasks do not require students to write solutions for quadratic equations that have roots with nonzero imaginary parts. However, tasks can require the student to recognize cases in which a quadratic equation has no real solutions. Note, solving a quadratic equation by factoring relies on the connection between zeros and factors of polynomials (cluster A-APR.B). Cluster A-APR.B is formally assessed in	Major (NCS)	Mod 3: Unit 19 Mod 4: Unit 22 CCSS Activities Plato NROC Algebra & Developmental Math

		Algebra II.		
A.REI.5	10	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Additional (LCA)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.6	10	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ALC for A.REI.6: i) Tasks have a real-world context. ii) Tasks have hallmarks of modeling as a mathematical practice (less defined tasks, more of the modeling cycle, etc.).	Additional (LCS)	Mod 3: Unit 20 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.10	11	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Major (FLCA)	Mod 3: Unit 19, 20, 21 Mod 4: Unit 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.11	11	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* ALC for REI.11: i) Tasks that assess conceptual understanding of the indicated concept may involve any of the function types mentioned in the standard except exponential and logarithmic functions. ii) Finding the solutions approximately is limited to cases where f(x) and g(x) are polynomial functions.	Major (LCA, NCA)	Mod 3: Unit 20 & 21 Mod 4: Unit 26 CCSS Activities Plato NROC Algebra & Developmental Math
A.REI.12	11	Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Major (LCS)	Mod 3: Unit 21 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Interpreting Functions

Cluster(s): 12. Understand the concept of a function and use function notation
13. Interpret functions that arise in applications in terms of the context
14. Analyze functions using different representations

F.IF.1	12	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a	Major (FLCS,	Mod 3: Unit 19 Mod 4: Unit 23 & 26

		function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	FNCS)	CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.2	12	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Major (FLCS, FNCS)	Mod 3: Unit 19 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.3	12	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$. ALC for F.IF.3: i) This standard is part of the Major work in Algebra I and will be assessed accordingly.	Major (FLCA, FNCA)	Mod 3: Unit 19 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.4	13	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** ALC for F.IF.4: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.6 and F-IF.9.	Major (FLCA, FNCA)	Mod 3: Unit 19 & 20 Mod 4: Unit 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.5	13	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function* $h(n)$ *gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.**	Major (FLCA, FNCA)	Mod 3: Unit 19 & 20 Mod 4: Units 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.6	13	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* ALC for F.IF.6: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.9.	Major (FLCA, FNCA)	Mod 4: Unit 23 CCSS Activities Plato NROC Algebra & Developmental Math

F.IF.7	14	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima. b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Supporting (FLCM, FNCM, NCM)	Mod 3: Units 19 & 20 Mod 4: Units 23 & 26 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.8	14	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Supporting (NCA)	Mod 3; Unit 19 Mod 4: Unit 23 CCSS Activities Plato NROC Algebra & Developmental Math
F.IF.9	14	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.* ALC for F.IF.9: i) Tasks are limited to linear functions, quadratic functions, square root functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. The function types listed here are the same as those listed in the Algebra I column for standards F-IF.4 and F-IF.6.	Supporting (FLCA, FNCA)	Mod 4: CCSS Activity: Printing Tickets

Domain: Building Functions
Cluster(s): 15. Build a function that models a relationship between two quantities
16. Build new functions from existing functions

F.BF.1	15	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. ALC for F.BF.1a: i) Tasks have a real-world context. ii) Tasks are limited to linear functions, quadratic functions, and exponential functions with domains in the integers.	Supporting (FLCA, FNCM)	Mod 3: Unit 19 Mod 4: CCSS Activity: The Canoe Trip Plato NROC Algebra & Developmental Math
F.BF.3	16	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* ALC F.BF.3: i) Identifying the effect on the graph of replacing f(x) by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative) is limited to linear and quadratic functions. ii) Experimenting with cases and illustrating an explanation of the effects on the graph using technology is limited to linear functions, quadratic functions, square root	Additional (FLCA, FNCA)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

		functions, cube root functions, piecewise-defined functions (including step functions and absolute value functions), and exponential functions with domains in the integers. iii) Tasks do not involve recognizing even and odd functions. The function types listed in note (ii) are the same as those listed in the Algebra I column for standards F-IF.4, F-IF.6, and F-IF.9.		

Domain: Linear, Quadratic, and Exponential Models*
Cluster(s): 17. Construct and compare linear, quadratic, and exponential models and solve problems
18. Interpret expressions for functions in terms of the situation they model

F.LE.1	17	Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Supporting (FLCA, FNCA)	Mod 3: Unit 19 Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.2	17	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ALC for F.LE.2: i) Tasks are limited to constructing linear and exponential functions in simple context (not multi-step).	Supporting (LCM, NCM)	Mod 3: Unit 9 Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.3	17	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Supporting (NCA)	Mod 4: Unit 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.5	18	Interpret the parameters in a linear or exponential function in terms of a context. ALC for F.LE.5: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.	Supporting (LCA, NCA)	Mod 3 Units 19-20 Mod 4 Units 23, 25, 26 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Interpreting categorical and quantitative data

Cluster(s): 19. Summarize, represent, and interpret data on a single count or measurement variable
20. Summarize, represent, and interpret data on two categorical and quantitative variables
21. Interpret linear models

S.ID.1	19	Represent data with plots on the real number line (dot plots, histograms, and box plots).	Additional (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.2	19	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Additional (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.3	19	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Additional (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.5	20	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Supporting (DS)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.6	20	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. b. Informally assess the fit of a function by plotting and analyzing residuals. c. Fit a linear function for a scatter plot that suggests a linear association. ALC for S.ID.6a: i) Tasks have a real-world context. ii) Exponential functions are limited to those with domains in the integers.	Supporting (LCA, FNCM)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.7	21	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Major (LCA)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.8	21	Compute (using technology) and interpret the correlation coefficient of a linear fit.	Major (LCA)	Mod 3: Unit 17 CCSS Activity: Barbie Bungee CCSS Activities Plato NROC Algebra & Developmental Math
S.ID.9	21	Distinguish between correlation and causation.	Major (LCA)	Mod 3: Unit 17 CCSS Activities Plato NROC Algebra & Developmental Math

Attachment B.2.

MATH

GEOMETRY

Geometry

Crosswalk

2013-2014

Geometry

Domain	Cluster	Course Emphases
Congruence		
	1. Experiment with transformations in the plane	Supporting
	2. Understand congruence in terms of rigid motions	Major
	3. Prove geometric theorems	Major
	4. Make geometric constructions	Supporting
Similarity, Right Triangles, and Trigonometry		
	5. Understand similarity in terms of similarity transformations	Major
	6. Prove theorems using similarity	Major
	7. Define trigonometric ratios and solve problems involving right triangles	Major
Circles		
	8. Understand and apply theorems about circles	Additional
	9. Find arc lengths and areas of sectors of circles	Additional
Expressing Geometric Properties with Equations		
	10. Translate between the geometric description and the equation of a conic section	Additional
	11. Use coordinates to prove simple geometric theorems algebraically	Major
Geometric measurement and dimension		
	12. Explain volume formulas and use them to solve problems	Additional
	13. Visualize relationships between two-dimensional and three-dimensional objects	Additional
Modeling with Geometry		
	14. Apply geometric concepts in modeling situations	Major

Domain: Congruence

Cluster(s): 1. Experiment with transformations in the plane
2. Understand congruence in terms of rigid motions
3. Prove geometric theorems
4. Make geometric constructions

CCSS-M Domain and Standard #	CCSS-M Cluster	CCSS-M Standard	PARCC Course Emphases (Category)	
G.CO.1	1	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Supporting (CS, CIR)	Mod 2: Unit 7 CCSS Activities NROC Developmental Math
G.CO.2	1	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments

G.CO.3	1	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments
G.CO.4	1	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Supporting (CS)	Mod 2: Unit 13 CCSS Activities AutoCAD Assignments
G.CO.5	1	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Supporting (CS)	Mod 2: CCSS Activities AutoCAD Assignments
G.CO.6	2	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Major (CS)	Mod 2: Unit 13 Mod 2: CCSS Activities AutoCAD Assignments
G.CO.7	2	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Major (CS)	Mod 2: Units 10 & 13 Mod 2: CCSS Activities AutoCAD Assignments
G.CO.8	2	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Major (CS)	Mod 2: Unit 10 & 13 AutoCAD Assignments
G.CO.9	3	Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*	Major (CS)	Mod 2: Geometric Proofs Mod 2 CCSS Activities
G.CO.10	3	Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*	Major (CS)	Mod 2 Geometric Proofs Mod 2 CCSS Activities
G.CO.11	3	Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.*	Major (CS)	Mod 2 Geometric Proofs Mod 2 CCSS Activities
G.CO.12	4	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	Supporting (CS)	Mod 2: Geometric Constructions
G.CO.13	4	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Supporting (CS, CIR)	Mod 2 Geometric Constructions

Domain: Similarity, Right Triangles, and Trigonometry
Cluster(s): 5. Understand similarity in terms of similarity transformations

6. Prove theorems involving similarity
7. Define trigonometric ratios and solve problems involving right triangles

G.SRT.1	5	Verify experimentally the properties of dilations given by a center and a scale factor: a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged. b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Major (CS)	Mod 2: Unit 13 AutoCAD Assignments
G.SRT.2	5	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Major (CS)	Mod 2: Unit 9-10 AutoCAD Assignments
G.SRT.3	5	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Major (CS)	Mod 2: Unit 10 AutoCAD Assignments
G.SRT.4	6	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Major (CS)	Geometric Proofs Unit Mod 2: Unit 13
G.SRT.5	6	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Major (CS)	Mod 2: Unit 9-10
G.SRT.6	7	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Major (CS)	Mod 2: Unit 16
G.SRT.7	7	Explain and use the relationship between the sine and cosine of complementary angles.	Major (CS)	Mod 2: Unit 16
G.SRT.8	7	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Major (CS)	Mod 2: Unit 16

Domain: Circles
Cluster(s): 8. Understand and apply theorems about circles
9. Find arc lengths and areas of sectors of circles

G.C.1	8	Prove that all circles are similar.	Additional (CIR)	Geometric Proofs
G.C.2	8	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Additional (CIR)	Mod 2: Unit 12
G.C.3	8	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Additional (CIR)	Geometric Proofs Unit
G.C.5	9	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Additional (CIR)	Mod 2: Unit 12

Domain: Expressing Geometric Properties with Equations
Cluster(s): 10. Translate between the geometric description and the equation of a conic section
11. Use coordinates to prove simple geometric theorems algebraically

G.GPE.1	10	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Additional (CIR)	Mod 2: Unit 13 Mod 5: Unit 25
G.GPE.4	11	Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point* $(1, \sqrt{3})$ *lies on the circle centered at the origin and containing the point* $(0, 2)$.	Major (DG)	Mod 2: Geometric Proofs
G.GPE.5	11	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Major (CS)	Mod 4: Unit 20
G.GPE.6	11	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Major (CS, DG)	Mod 2: Unit 13
G.GPE.7	11	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*	Major (CS, DG)	Mod 2: Unit 11 & 13

Domain: Geometric measurement and dimension
Cluster(s): 12. Explain volume formulas and use them to solve problems
13. Visualize relationships between two-dimensional and three-dimensional objects

G.GMD.1	12	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*	Additional (DG)	Mod 2: Units 12, 14, & 15 AutoCAD Assignments
G.GMD.3	12	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*	Additional (DG)	Mod 2: Units 15 AutoCAD Assignments
G.GMD.4	13	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Additional (DG)	Mod 2: Unit 15 AutoCAD Assignments

Domain: Modeling with Geometry
Cluster(s): 14. Apply geometric concepts in modeling situations

G.MG.1	14	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*	Major (CS)	Mod 2: CCSS Activities

G.MG.2	14	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*	Major (DG)	Mod 2: Unit 11 CCSS Activities
G.MG.3	14	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	Major (CS)	Mod 2: CCSS Activities

Attachment B.3.

MATH

ALGEBRA II

Algebra II

Crosswalk

2013-2014

Domain: The Real Number System
Cluster(s): 1. Extend the properties of exponents to rational exponents

N.RN.1	1	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. *For example, we define* $5^{1/3}$ *to be the cube root of* 5 *because we want* $\left(5^{1/3}\right)^3 = 5^{(1/3)^3}$ *to hold, so* $\left(5^{1/3}\right)^3$ *must equal* 5.	Major (CS)	Mod 4: Unit 25
N.RN.2	1	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Major (CS)	Mod 4: Unit 25

Domain: Quantities*
Cluster(s): 2. Reason quantitatively and use units to solve problems

N.Q.2	2	Define appropriate quantities for the purpose of descriptive modeling. ALC for N.Q.2: This standard will be assessed in Algebra II by ensuring that some modeling tasks (involving Algebra II content or securely held content from previous grades and courses) require the student to create a quantity of interest in the situation being described (i.e., this is not provided in the task). For example, in a situation involving periodic phenomena, the student might autonomously decide that amplitude is a key variable in a situation, and then choose to work with peak amplitude.	Supporting (CM)	Mod 4: CCSS Activities

Domain: The Complex Number System
Cluster(s): 3. Perform arithmetic operations with complex numbers
4. Use complex numbers in polynomial identities and equations

N.CN.1	3	Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Additional (CA)	Mod 4: Unit 22
N.CN.2	3	Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Additional (CS)	Mod 4: Unit 22
N.CN.7	4	Solve quadratic equations with real coefficients that have complex solutions.	Additional (CS)	Mod 4: Unit 22

Domain: Seeing Structure in Expressions
Cluster(s): 5. Interpret the structure of expressions
6. Write expressions in equivalent forms to solve problems

		Use the structure of an expression to identify ways to rewrite it. *For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* ALC for A.SSE.2:		Mod 4: Unit 22
A.SSE.2	5	i) Tasks are limited to polynomial, rational, or exponential expressions. ii) Examples: *see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.* In the equation $x^2 + 2x + 1 + y^2 = 9$, see an opportunity to rewrite the first three terms as $(x + 1)^2$, thus recognizing the equation of a circle with radius 3 and center $(-1, 0)$. See $(x^2 + 4)/(x^2 + 3)$ as $((x^2 + 3) + 1)/(x^2 + 3)$, thus recognizing an opportunity to write it as $1 + 1/(x^2 + 3)$.	Major (CA)	
A.SSE.3	6	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. *For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%* ALC for A.SSE.3c: i) Tasks have a real-world context. As described in the standard, there is an interplay between the mathematical structure of the expression and the structure of the situation such that choosing and producing an equivalent form of the expression reveals something about the situation. ii) Tasks are limited to exponential expressions with rational or real exponents.	Major (CM, CA)	Mod 5: Unit 30 CCSS Activities
A.SSE.4	6	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. *For example, calculate mortgage payments.**	Major (CM)	Mod 5: Unit 31

Domain: Arithmetic with Polynomials and Rational Expressions
Cluster(s): 7. Understand the relationship between zeros and factors of polynomials
8. Use polynomial identities to solve problems
9. Rewrite rational expressions

A.APR.2	7	Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Major (CS)	Mod 4: Unit 22
A.APR.3	7	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. ALC for A.APR.3: i) Tasks include quadratic, cubic, and quartic polynomials and polynomials for which factors are not provided. For example, find the zeros of $(x^2 - 1)(x^2 + 1)$	Major (CA)	Mod 4: Unit 22, 23, 26 Mod 5: Unit 27, 29
A.APR.4	8	Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity* $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ *can be used to generate Pythagorean triples.*	Additional (CA)	Mod 4:Unit 22
A.APR.6	9	Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Supporting (CA)	Mod 4: Unit 22

Domain: Creating Equations*
Cluster(s): 10. Create equations that describe numbers or relationships

A.CED.1	10	Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.* ALC for A.CED.1: i) Tasks are limited to exponential equations with rational or real exponents and rational functions. ii) Tasks have a real-world context.	Supporting (CM)	Mod 4: 26 Mod 5: 27, 29, 30 CCSS Activities

Domain: Reasoning with Equations and Inequalities
Cluster(s): 11. Understand solving equations as a process of reasoning and explain the reasoning
12. Solve equations and inequalities in one variable
13. Solve systems of equations
14. Represent and solve equations and inequalities graphically

A.REI.1	11	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ALC for A.REI.1: i) Tasks are limited to simple rational or radical equations.	Major (CS)	Mod 4: Unit 22, 26 Mod 5: Units 27-30 CCSS Activities
A.REI.2	11	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Major (CS)	Mod 4: Unit 25
A.REI.4	12	Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. ALC for A.REI.4b: i) In the case of equations that have roots with nonzero imaginary parts, students write the solutions as $a \pm bi$ for real numbers a and b.	Supporting (CS)	Mod 4: Unit 22 Mod 5: Unit 29 CCSS Activities
A.REI.6	13	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ALC for A.REI.6: i) Tasks are limited to 3x3 systems.	Additional (CS)	Mod 4: Unit 26 CCSS Activities
A.REI.7	13	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. *For example, find the points of intersection between the line* $y = -3x$ *and the circle* $x^2 + y^2 = 3$.	Additional (CS)	Mod 5:Unit 28
A.REI.11	14	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.* ALC for A.REI.11 i) Tasks may involve any of the function types mentioned in the standard.	Major (CA)	Mod 4: Unit 26 Mod 5: Unit 28 CCSS Activities

Domain: Interpreting Functions
Cluster(s): 15. Understand the concept of a function and use function notation
16. Interpret functions that arise in applications in terms of the context
17. Analyze functions using different representations

F.IF.3	15	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by* $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ *for* $n \geq 1$. ALC for F.IF.3: i) This standard is Supporting work in Algebra II. This standard should support the Major work in F-BF.2 for coherence.	Supporting (CA)	Mod 5: Unit 31 CCSS Activities
F.IF.4	16	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.** ALC for F.IF.4: i) Tasks have a real-world context ii) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. Compare note (ii) with standard F-IF.7. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.6 and F-IF.9.	Major (CA)	Mod 4: Unit 23, 25 Mod 5: Unit 27, 29, 30, 31 CCSS Activities
F.IF.6	16	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* ALC for F.IF.6: i) Tasks have a real-world context. ii) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.4 and F-IF.9.	Major (CA)	Mod 4: Unit 23
F.IF.7	17	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Supporting (CM)	Mod 4: Unit 23, 25 Mod 5: Unit 27, 29, 30, 31 CCSS Activities Plato
F.IF.8	17	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Supporting (CA)	Mod 4: Unit 23 CCSS Activities

		b. Use the properties of exponents to interpret expressions for exponential functions. *For example, identify percent rate of change in functions such as* $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, *and classify them as representing exponential growth or decay*		Plato
		Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*	Supporting (CA)	Mod 4: CCSS Activity: Printing Tickets Plato
F.IF.9	17	ALC for F.IF.9: i) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions. The function types listed here are the same as those listed in the Algebra II column for standards F-IF.4 and F-IF.6.		

Domain: Building Functions
Cluster(s): 18. Build a function that models a relationship between two quantities
19. Build new functions from existing functions

F.BF.1	18	Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context. b. Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.* ALC for F.BF.1a: i) Tasks have a real-world context ii) Tasks may involve linear functions, quadratic functions, and exponential functions.	Major (CM)	Mod 4: CCSS Activity: The Canoe Trip Plato Mod 5: Unit 30
F.BF.2	18	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	Major (CA, CM)	Mod 5: Sequences & Series
F.BF.3	19	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.* ALC for F.BF.3: i) Tasks may involve polynomial, exponential, logarithmic, and trigonometric functions ii) Tasks may involve recognizing even and odd functions. The function types listed in note (i) are the same as those listed in the Algebra II column for standards F-IF.4, F-IF.6, and F-IF.9.	Additional (CA)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

F.BF.4a	19	Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.	Additional (CS)	Mod 4: Unit 23 Part 2 Plato NROC Algebra & Developmental Math

Domain: Linear, Quadratic, and Exponential Models*
Cluster(s): 20. Construct and compare linear, quadratic, and exponential models and solve problems
21. Interpret expressions for functions in terms of the situation they model

F.LE.2	20	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table). ALC for F.LE.2: i) Tasks will include solving multi-step problems by constructing linear and exponential functions.	Supporting (CM)	Mod 4: Unit 23, 25 CCSS Activities Plato NROC Algebra & Developmental Math
F.LE.4	20	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	Supporting (CS)	Mod 5: Unit 30 Plato
F.LE.5	21	Interpret the parameters in a linear or exponential function in terms of a context. ALC for F.LE.5: i) Tasks have a real-world context. ii) Tasks are limited to exponential functions with domains not in the integers.	Additional (CA)	Mod 4 Units 23, 25, 26 CCSS Activities Plato NROC Algebra & Developmental Math

Domain: Trigonometric Functions
Cluster(s): 22. Extend the domain of trigonometric functions using the unit circle
23. Model periodic phenomena with trigonometric functions
24. Prove and apply trigonometric identities

F.TF.1	22	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Additional (CA)	Mod 5: Unit 32 Plato
F.TF.2	22	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Additional (CA)	Mod 5: Unit 32 Plato
F.TF.5	23	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Additional (CM)	Mod 5: Unit 32 Plato Mod 5: CCSS Activities
F.TF.8	24	Prove the Pythagorean identity $sin^2(\theta) + cos^2(\theta) = 1$ and use it to find $sin(\theta)$, $cos(\theta)$, or $tan(\theta)$ given $sin(\theta)$, $cos(\theta)$, or $tan(\theta)$ and the quadrant of the angle.	Additional (CA, CS)	Mod 5: Unit 32 Plato CCSS Activities

Domain: Expressing Geometric Properties with Equations
Cluster(s): 25. Translate between the geometric description and the equation for a conic section

G.GPE.2	25	Derive the equation of a parabola given a focus and directrix.	Additional (CM)	Mod 5: Unit 28

Domain: Interpreting Categorical and Quantitative Data
Cluster(s): 26. Understand and evaluate random processes underlying statistical experiments
27. Make inferences and justify conclusions from sample surveys, experiments and observational studies

S.ID.4	26	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.ID.6	27	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ALC for S.ID.6a: i) Tasks have a real-world context. ii) Tasks are limited to exponential functions with domains not in the integers and trigonometric functions.	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities

Domain: Making Inferences and Justifying Conclusions
Cluster(s): 28. Understand and evaluate random processes underlying statistical experiments
29. Make inferences and justify conclusions from sample surveys, experiments and observational studies

S.IC.1	28	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.2	28	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. *For example, a model says a spinning coin falls heads up with probability* 0.5. *Would a result of* 5 *tails in a row cause you to question the model?*	Supporting (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.3	29	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.4	29	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.5	29	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Major (S)	Mod 5: Probability & Statistics CCSS Activities
S.IC.6	29	Evaluate reports based on data.	Major	Mod 5: Probability & Statistics

			(S)	CCSS Activities

Domain: Conditional Probability and the Rules of Probability

Cluster(s): 30. Understand independence and conditional probability and use them to interpret data

31. Use the rules of probability to compute probabilities of compound events in a uniform probability model

S.CP.1	30	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.2	30	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.3	30	Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.4	30	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.5	30	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.6	31	Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities
S.CP.7	31	Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.	Additional (S)	Mod 5: Probability & Statistics CCSS Activities

Attachment B.4.

MATH

BRIDGE TO ALGEBRA II

Bridge to Algebra II

Curriculum Crosswalk

2013-2014

Strand: Functional Relationships

Content Standard 1: Interpret the structure of expressions, write expressions in equivalent forms to solve problems, perform arithmetic operations on functions, and understand the relationship between zeros and factors of polynomials.

		Connections to CCSS-M	Con Tech Activity
FR.1.BTAII.1	Interpret expressions that represent a quantity in terms of its context: • interpret parts of an expression, such as terms, factors, and coefficients • interpret complicated expressions by viewing one or more of their parts as a single entity [e.g., interpret $P(1+r)^n$ as the product of P and a factor not depending on P]	A.SSE.1	Bridge to Algebra II: Unit 1: Exponents and Monomials Unit 2: Polynomials
FR.1.BTAII.2	Use the structure of an expression to identify ways to rewrite it [e.g., see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$]	A.SSE.2	Bridge to Algebra II: Unit 1: Exponents and Monomials Unit 2: Polynomials
FR.1.BTAII.3	Understand that polynomials form a system analogous to the integers and exhibit closure under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials	A.APR.1	Bridge to Algebra II: Unit 2: Polynomials
FR.1.BTAII.4	Use various methods to factor quadratic polynomials; understand the relationship between the factored form of a quadratic polynomial and the zeros of a function	Not Applicable	Bridge to Algebra II: Unit 2: Polynomials Unit 14: Graphing Polynomial Functions
FR.1.BTAII.5	Identify zeros of linear and quadratic polynomials when suitable factorizations are available; use the zeros to construct a rough graph of the	A.APR.3	Bridge to Algebra II:

	function defined by the polynomial		Unit 5: Radical Expressions and Quadratic Equations Unit 13: Graphing Quadratics Unit 14: Graphing Polynomial Functions
FR.1.BTAII.6	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters	A.REI.3	Bridge to Algebra II: Unit 3: Solving Equations Inequalities and Absolute Value
FR.1.BTAII.7	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions	A.REI.5	Bridge to Algebra II: Unit 4: Systems of Equations and Inequalities
FR.1.BTAII.8	Interpret the *parameters* in a linear or exponential function in terms of a context	F.LE.5	Bridge to Algebra II: Solving Functions: Units 3-6

Strand: Representing Functions

Content Standard 2: Represent and solve equations and inequalities graphically and analyze functions using different representations.

		Connections to CCSS-M	**Con Tech Activity**
RF.2.BTAII.1	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the	A.REI.11	Bridge to Algebra II:

	equation $f(x) = g(x)$; find the solutions approximately [e.g., using technology to graph the functions, make tables of values or find successive approximations; include cases where $f(x)$ and/or $g(x)$ are linear, quadratic, absolute value, and exponential functions]		Unit 14: Graphing Polynomial Functions
RF.2.BTAII.2	Graph polynomial functions identifying real zeros from the factored form; show *end behavior* by hand in simple cases and by technology in more complicated cases	F.IF.7c	Bridge to Algebra II: Unit 14: Graphing Polynomial Functions
RF.2.BTAII.3	Explain how the definition of the meaning of rational exponent follows from extending the properties of integer exponents to those values allowing for a notation for radicals in terms of rational exponents	N.RN.1	Bridge to Algebra II: Radicals and Rational Exponents: Unit 7: Introduction to Roots and Rational Exponents Unit 8: Operations with Radicals Unit 9: Radical Equations
RF.2.BTAII.4	Rewrite expressions involving radicals and rational exponents using the properties of exponents	N.RN.2	Bridge to Algebra II: Radicals and Rational Exponents: Unit 7: Introduction to Roots and Rational Exponents Unit 8: Operations with Radicals

			Unit 9: Radical Equations
RF.2.BTAII.5	Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or more generally, as a polynomial function	F.LE.3	Bridge to Algebra II: Unit 15: Comparing Functions Graphs
RF.2.BTAII.6	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines	A.SSE.3b	Bridge to Algebra II: Quadratic Functions: Unit 12: Completing the Square Unit 13: Graphing Quadratics
RF.2.BTAII.7	Solve quadratic equations in one variable: • use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions; derive the quadratic formula from this form • solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation; recognize when the quadratic formula gives complex solutions	A.REI.4	Bridge to Algebra II: Quadratic Functions: Unit 12: Completing the Square Unit 13: Graphing Quadratics Unit 2: Polynomials: Lesson 2 Factoring
RF.2.BTAII.8	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically [e.g., find the points of intersection between the line $y = -3x$ and the	A.REI.7	Bridge to Algebra II: Unit 4: Systems of Equations and

	circle $x^2 + y^2 = 3$]		Inequalities

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

		Connections to CCSS-M	Con Tech Activity
FM.3.BTAII.1	Create equations and inequalities in one variable and use them to solve problems, including equations arising from linear, quadratic, and exponential functions	A.CED.1	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales	A.CED.2	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context (e.g., represent inequalities describing nutritional and cost constraints on combinations of different foods)	A.CED.3	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities
FM.3.BTAII.4	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations (e.g., rearrange Ohm's law $V = IR$ to highlight resistance R)	A.CED.4	Bridge to Algebra II: Unit 16: Creating Equations and Inequalities-Formulas

FM.3.BTAII.5	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship: key features include intercepts; intervals where the function is increasing, decreasing, positive or negative; maximums and minimums; symmetries; and *end behavior*	F.IF.4	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.6	Relate the *domain* of a function to its graph and, where applicable, to the quantitative relationship it describes [e.g., if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate *domain* for the function]	F.IF.5	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.7	Calculate and interpret the *average rate of change* of a function, presented symbolically or as a table, over a specified interval; estimate the rate of change from a graph	F.IF.6	Bridge to Algebra II: Unit 17: Interpreting Features of Functions
FM.3.BTAII.8	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and by technology in more complicated cases: • graph exponential functions, showing intercepts and *end behavior* • graph square root, cube root, and *piecewise-defined functions*, including step functions and absolute value functions	F.IF.7b,e	Bridge to Algebra II: Unit 17: Interpreting Features of Functions

Strand: Function Modeling

Content Standard 3: Create equations that describe numbers or relationships, interpret functions that arise in applications in terms of a context, analyze functions using different representations, build a function that models a relationship between two quantities, and build new functions from existing functions.

Connections **Con Tech Activity**

FM.3.BTAII.9	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function: • use the process of factoring and completing the square in a quadratic function to show zeros, *extreme values*, and symmetry of the graph, and interpret these in terms of a context • use the properties of exponents to interpret expressions for exponential functions	F.IF.8	Bridge to Algebra II: Unit 18: Comparisons of Functions
FM.3.BTAII.10	Compare properties of two functions each represented in a different way algebraically, graphically, numerically in tables, or by verbal descriptions (e.g., given a graph of one quadratic function and an algebraic expression for another, determine which has the larger maximum)	F.IF.9	Bridge to Algebra II: Unit 18: Comparisons of Functions
FM.3.BTAII.11	Write a function that describes a relationship between two quantities: • combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model) • determine an explicit expression, a *recursive process*, or steps for calculation from a context	F.BF.1a,b	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions
FM.3.BTAII.12	Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k, both positive and negative; find the value of k given the graphs; experiment with cases and illustrate an explanation of the effects on the graph using technology; include recognizing *even* and *odd functions* from their graphs and algebraic expressions for them	F.BF.3	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions

FM.3.BTAII.13	Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse; write an expression for the inverse [e.g., $f(x) = 2x^2$ (x is greater than or equal to 0) or $f(x) = 5x + 1$]	F.BF.4a	Bridge to Algebra II: Unit 19: Building, Shifting and Finding Inverses of Functions
FM.3.BTAII.14	Define appropriate quantities for the purpose of *descriptive modeling*	N.Q.2	Bridge to Algebra II: CCSS Activity Requirement
FM.3.BTAII.15	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities	N.Q.3	Bridge to Algebra II: CCSS Activity Requirement
FM.3.BTAII.16	Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary in the case of a strict inequality; graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes	A.REI.12	Bridge to Algebra II: Unit 3: Solving Equations Inequalities and Absolute Value- Lesson 4- Graphing Systems of Equations and Inequalities
FM.3.BTAII.17	Recognize that sequences are functions, sometimes defined recursively, whose *domain* is a subset of the integers [e.g., the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1)$ for $n \geq 1$]	F.IF.3	Bridge to Algebra II: Unit 20: Sequences and Series
FM.3.BTAII.18	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another	F.LE.1c	ConTech Math Mod 5
FM.3.BTAII.19	Construct linear and exponential functions, including *arithmetic sequences* and *geometric sequences*, given a graph, a description of a relationship, or two input-output pairs; read linear and exponential functions from a table	F.LE.2	CCSS Activity: Sorting Functions

FM.3.BTAII.20	Use the properties of exponents to transform expressions for exponential functions	A.SSE.3c	ConTech Math Mod 5

Strand: Statistics and Probability

Content Standard 4: Summarize, represent, and interpret data on a single count or a measurement variable and use probability to evaluate outcomes of decisions.

		Connections to CCSS-M	**Con Tech Activity**
SP.4.BTAII.1	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets	S.ID.2	Unit 20: Statistical Graphs and Tables Unit 21: Measures of Center Unit 22: Graphical Representations
SP.4.BTAII.2	Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator)	S.MD.6	Unit 23: Probability
SP.4.BTAII.3	Represent data on two quantitative variables on a scatter plot and describe how the variables are related: • fit a function to the data; use functions fitted to data to solve problems in the context of the data; use given functions or choose a function suggested by the context; emphasize linear and exponential	S.ID.6a,b	CCSS Activity: Super Bowl Statistics CCSS Activity: Barbie Bungee

	models • informally assess the fit of a function by plotting and analyzing *residuals*		
SP.4.BTAII.4	Compute and interpret the *correlation coefficient* of a linear fit using technology	S.ID.8	CCSS Activity: Barbie Bungee CCSS Activity: Super Bowl Statistics

Attachment B.5.

MATH

ALGEBRA III

Algebra III

Crosswalk

2013-2014

Algebra III

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase understanding of algebraic, graphical, and numerical methods to analyze, translate and solve polynomial, rational, exponential, and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of matrices and conics. Arkansas teachers are responsible for integrating appropriate technology and including the eight Standards for Mathematical Practice found in the Common Core State Standards for Mathematics (CCSS-M). Algebra III does not require Arkansas Department of Education approval.

Strand: Matrix Operations

Content Standard 1: Students will perform operations with matrices and use them to solve systems of equations.

		Connections to CCSS-M	Connections in ConTech Math
MO.1.AIII.1	Use matrices to represent and manipulate data (e.g., to represent payoffs or incidence relationships in a network)	N.VM.6	Unit 4: Matrices and Vectors
MO.1.AIII.2	Multiply matrices by scalars to produce new matrices (e.g., as when all of the payoffs in a game are doubled)	N.VM.7	Unit 4: Matrices and Vectors
MO.1.AIII.3	Add, subtract, and multiply matrices of appropriate dimensions	N.VM.8	Unit 4: Matrices and Vectors
MO.1.AIII.4	Understand that, unlike multiplication of numbers, *matrix multiplication* for square matrices is not a commutative operation, but still satisfies the associative and distributive properties	N.VM.9	Unit 4: Matrices and Vectors

MO.1.AIII.5	Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers; the *determinant* of a square matrix is nonzero if and only if the matrix has a multiplicative inverse	N.VM.10	Unit 4: Matrices and Vectors
MO.1.AIII.6	Multiply a *vector* (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another *vector*; work with matrices as *transformations* of *vectors*	N.VM.11	Unit 4: Matrices and Vectors
MO.1.AIII.7	Work with 2×2 matrices as *transformations* of the plane; interpret the absolute value of the *determinant* in terms of area	N.VM.12	Unit 4: Matrices and Vectors
MO.1. AIII.8	Represent a system of linear equations as a single matrix equation in a *vector variable*	A.REI.8	Unit 4: Matrices and Vectors
MO.1. AIII.9	Find the inverse of a matrix if it exists; use the inverse to solve systems of linear equations using technology for matrices of dimension 3×3 or greater	A.REI.9	Unit 4: Matrices and Vectors

Strand: Conic Sections

Content Standard 2: Students will identify, analyze, and sketch the graphs of the conic sections and relate the equations and graphs.

		Connections to CCSS-M	Connections to ConTech Math
CS.2. AIII.1	Find the *conjugate* of a *complex number*; use *conjugates* to find *moduli* and quotients of *complex numbers*	N.CN.3	Unit 5: Imaginary and Complex Numbers
CS.2. AIII.2	Derive the equations of ellipses and hyperbolas given the *foci*, using the fact that the sum or difference of distances from the *foci* is constant; find the equations for the	G.GPE.3	Unit 6: Conic Sections: Ellipses Unit 6: Conic Sections: Hyperbolas

AIII.2	another		Functions
FOP.3. AIII.3	Read values of an *inverse function* from a graph or a table, given that the function has an inverse	F.BF.4c	Unit 1: Advanced Studies of Functions: Lesson 2-Inverse Functions
FOP.3. AIII.4	Produce an *invertible function* from a *non-invertible function* by restricting the domain	F.BF.4d	Unit 1: Advanced Studies of Functions: Lesson 2-Inverse Functions
FOP.3. AIII.5	Combine standard function types using arithmetic operations (e.g., build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential and relate these functions to the model)	F.BF.1b	Unit 1: Advanced Studies of Functions: Lesson 3: Transformations of Functions
FOP.3. AIII.6	Understand the inverse relationship between exponents and *logarithms;* use this relationship to solve problems involving *logarithms* and exponents	F.BF.5	Unit 1: Advanced Studies of Functions: Lesson 4: Exponential and Logarithmic Functions
FOP.3.AIII.7	Graph *transformations* of functions including quadratic, absolute value, square root, cube root, cubic, and step functions; graph *piece-wise* defined functions including these *transformations*	G.CO.2	Unit 1: Advanced Studies of Functions: Lesson 3: Transformations of Functions Unit 1: Advanced Studies of Functions: Lesson 6: Graphing Piecewise Functions
FOP.3. AIII.8	Determine numerically, graphically, and algebraically if a function is even, odd, or neither	F.IF.9	Unit 1: Lesson 5: Graphs of Polynomial Functions

Strand: Interpreting Functions

Content Standard 4: Students will be able to interpret different types of functions and key characteristics including polynomial, exponential, logarithmic, and rational functions.

		Connections to CCSS-M	Connections to ConTech Math
IF.4. AIII.1	Graph rational functions identifying zeros and *asymptotes* when suitable factorizations are available; show end behavior	F.IF.7d	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.2	Analyze and interpret polynomial functions numerically, graphically, and algebraically, identifying key characteristics such as intercepts, end behavior, domain and range, relative and absolute *maximum* and *minimum*, as well as intervals over which the function increases and decreases	F.IF.4	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.3	Analyze and interpret rational functions numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes* (*vertical, horizontal*, and slant), end behavior, point discontinuities, intercepts, and domain and range	F.IF.7d	Unit 2: Interpreting Functions: Lesson 1: Graphing Rational Functions
IF.4. AIII.4	Analyze and interpret *exponential functions* numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes*, end behavior, intercepts, and domain and range	F.IF.7e	Unit 2: Interpreting Functions: Lesson 2: Polynomials Unit 2: Interpreting Functions: Lesson 3: Comparing Exponential and Logarithmic Functions
IF.4. AIII.5	Analyze and interpret *logarithmic functions* numerically, graphically, and algebraically, identifying key characteristics such as *asymptotes*, end behavior, intercepts, and domain and range	F.IF.7e	Unit 2: Interpreting Functions: Lesson 3: Comparing Exponential and Logarithmic Functions
IF.4. AIII.6	Build functions to model real-world applications using	F.BF.1d,	Unit 2: Interpreting Functions: Lesson 4: Building Functions

	algebraic operations on functions and *composition of functions,* with and without appropriate technology [e.g., profit functions as well as volume and surface area (*optimization* subject to constraints)]	F.BF.1c	

Strand: Sequences and Series

Content Standard 5: Students will use sequences and series to represent and analyze mathematical situations.

		Connections to CCSS-M	Connections to ConTech Math
SS.5. AIII.1	Write *arithmetic* and *geometric sequences* both recursively and with an explicit formula; translate between the two forms	F.BF.2	Unit 3: Sequences and Series
SS.5. AIII.2	Use *arithmetic* and *geometric sequences* both recursively and with an explicit formula to model situations	F.BF.2	Unit 3: Sequences and Series
SS.5. AIII.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers	F.IF.3	Unit 3: Sequences and Series
SS.5. AIII.4	Use sequences and series to solve real world problems, with and without appropriate technology	Not Applicable	Unit 3: Sequences and Series

Attachment C.1.

2014 – 2015

WORLD HISTORY DEVELOPMENT PLANS

World History Units to be added 2014-2015:

1. Greek Philosophies and Contributions
2. Roman Philosophies and Contributions—could be combined with Greek unit
3. Byzantine Empire
4. The Crusades
5. Renaissance
6. Reformation
7. The Revolutions (Glorious, French, American, Scientific, Russian)

Attachment C.2.

SOCIAL STUDIES

ECONOMICS

ECONOMICS

STRAND: ECONOMIC FUNDAMENTALS

Content Standard 1: Students shall examine *scarcity* and choice.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
EF.1.E.1	Explain the role *scarcity* and *opportunity cost* plays in making choices using the *PACED decision making model* • individuals • businesses • governments	PACED Decision-Making Model handout & exercises	- Econ, Unit 1: Intro to Economics	Scarcity & opportunity costs covered well—need to add PACED decision-making model	
EF.1.E.2	Describe the use of *cost/benefit analysis* in making choices • individuals • businesses • governments		- Econ: all units		
EF.1.E.3	Explain the concepts of *tradeoffs* (e.g., budget, career choices, earnings potential, education and/or training)		- Econ, Unit 1: Intro to Economics - Econ, Unit 2: Money & Banking		
EF.1.E.4	Discuss individual or societal economic choices, which are guided by *incentives* and based on rational self-interest (e.g., employee benefits, tax *incentives*)		- Econ, Unit 1: Intro to Economics - Econ, Unit 2: Money & Banking - Investing in your Future - Econ, Unit 4: Taxes & Employment		

STRAND: ECONOMIC FUNDAMENTALS

Content Standard 2: Students shall examine the roles of economic systems in the use and distribution of resources.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
EF.2.E.1	Analyze the four *factors of production* • natural resources • human resources • capital resources • entrepreneurship		- **Econ, Unit 1: Intro to Economics** - **Econ, Unit 5: Business & Labor**		
EF.2.E.2	Examine the three basic economic questions that must be answered by every economic system • What *goods* and *services* are to be produced and in what quantities? • How will the *goods* and *services* be produced? • For whom will the *goods* and *services* be produced?		- **Econ, Unit 1: Intro to Economics** - **Econ, Unit 5: Business & Labor** - **Econ, Unit 6: Global Economics**		
EF.2.E.3	Compare and contrast the four major economic systems • *command economy* • *market economy* • *mixed economy* • *traditional economy*		- **Econ, Unit 6: Global Economics**		

STRAND: ECONOMIC FUNDAMENTALS

Content Standard 3: Students shall analyze the reasons individuals, businesses, and governments trade.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
EF.3.E.1	Explain the role of *specialization* and *voluntary exchange* in the marketplace (e.g., *absolute advantage, comparative advantage*)	***Understanding Economics: A Case Study Approach:*** **Chapter 10: The Global Economy**			
EF.3.E.2	Examine trade barriers • *tariffs* • *quotas* • *embargos* • *preservation of standards (protectionism)* • *subsidies*	***Understanding Economics: A Case Study Approach:*** **Chapter 10: The Global Economy**	- **Econ, Unit 6: Global Economics**		
EF.3.E.3	Explain the effect of exchange rates on global purchasing power		- **Econ, Unit 6: Global Economics**		
EF.3.E.4	Summarize global patterns of economic activity • world trading partners • trading blocs • regional trade agreements • regional trade organizations • free trade		- **Econ, Unit 6: Global Economics**		

STRAND: MICROECONOMICS

Content Standard 4: Students shall assess the role of *supply* and *demand*.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
MI.4.E.1	Illustrate the effects of *supply* and *demand* in determining *equilibrium price* and quantity using a *supply curve and a demand curve*		- Econ, Unit 1: Intro to Economics		
MI.4.E.2	Demonstrate changes in *supply* and *demand* that influence *equilibrium price* and quantity using a *supply curve* and *demand curve* • shifts in *supply* and *demand* • changes in *quantity supplied* and *quantity demanded* • *shortages* and *surpluses*		- Econ, Unit 1: Intro to Economics		
MI.4.E.3	Describe the signals sent to buyers and sellers by price (e.g., cost, availability)		- Econ, Unit 1: Intro to Economics		
MI.4.E.4	Determine the effect of consumers on production in a *market economy*		- Econ, Unit 1: Intro to Economics - Econ, Unit 6: Global Economics		

STRAND: MICROECONOMICS

Content Standard 5: Students shall analyze the organization of business firms in a *market economy*.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
MI.5.E.1	Compare and contrast major forms of business organizations • *sole proprietorship* • *partnership* (e.g., limited, general) • *corporation* (e.g., public, private, *hybrid business*) • *non-profit*		- **Econ, Unit 5: Business & Labor**		

STRAND: MICROECONOMICS

Content Standard 6: Students shall analyze various types of market structures.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
MI.6.E.1	Compare and contrast different models of market structures • *perfect competition* • *monopolistic competition* • *oligopoly* • *monopoly* • *cartel*	***Understanding Economics: A Case Study Approach:*** **Chapter 5: Business & the Economy**			
MI.6.E.2	Describe the role that the stock market plays in the economy of the United States		- **Econ, Unit 2: Money & Banking** - **Stock Market Game Activity**		

STRAND: MICROECONOMICS

Content Standard 7: Students shall examine the importance of increasing productivity in a *market economy*.

	Student Learning Expectations (SLE)	Supplemental Resources	CenTech Activity	Notes	Power Stds.
MI.7.E.1	Distinguish between *fixed costs* and *variable costs*	**Learn360 video: *Setting up a Small Business***	- **Econ, Unit 5: Business & Labor** - **Senior Project: Business Plan**		
MI.7.E.2	Analyze the influence improved *factors of production* have on the productivity of individual industries (e.g., technology, education, training, *specialization, division of labor*)		- **Econ, Unit 5: Business & Labor**		

STRAND: MICROECONOMICS

Content Standard 8: Students shall examine measurements of economic performance.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
MA.8.E.1	Analyze the following economic indicators used to measure economic performance • *Gross Domestic Product (GDP)* • *Gross Domestic Product* per capita • *Real Gross Domestic Product* • rates • *Consumer Price Index (CPI)* (e.g., *inflation*) • stock market		- **Econ, Unit 5: Business & Labor** - **Econ, Unit 6: Global Economics**		
MA.8.E.2	Compare and contrast the causes and types of unemployment (e.g., *underemployment, outsourcing, off-shoring, cyclical unemployment, structural unemployment, frictional unemployment, seasonal unemployment)*	***Understanding Economics: A Case Study Approach:*** **Chapter 4: Government & the Economy**	- **Econ, Unit 5: Business & Labor**		
MA.8.E.3	Explain stages of the business cycle • *peak* • *trough* • *expansion* • *contraction (e.g., recession, depression)*	***Understanding Economics: A Case Study Approach:*** **Chapter 4: Government & the Economy**			

STRAND: MICROECONOMICS

Content Standard 9: Students shall analyze roles that governments play in the economy.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds
MA.9.E.1	Discuss the roles of governments in the economy • establish and enforce private property rights and the law • deal with external costs and benefits • ensure market competition • stabilize the economy • consumer protection • promote economic security • provide public *goods* and *services* • regulatory agencies • redistribution of income	***Understanding Economics: A Case Study Approach:*** **Chapter 4: Government & the Economy**	- **Econ, Unit 4: Taxes & Employment** - **Econ, Unit 6: Global Economics**		

STRAND: MICROECONOMICS

Content Standard 10: Students shall evaluate *monetary policy* and *fiscal policy* and their relationship to economic stability and growth.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds
MA.10.E.1	Compare and contrast the functions of money in a *market economy* • *medium of exchange* • *measure of value* • *store of value*		- Econ, Unit 2: Money & Banking		
MA.10.E.2	Assess the characteristics of money in a *market economy* • *portability* • *durability* • *divisibility* • limited supply		- Econ, Unit 2: Money & Banking - Econ, Unit 6: Global Economics		
MA.10.E.3	Examine the different types of financial institutions in the United States (e.g., banks, credit unions, investment firms, *cooperatives*)		- Econ, Unit 2: Money & Banking		
MA.10.E.4	Describe the roles and functions of banks and financial institutions in the United States (e.g., saving, checking, investment, loans, trust)		- Econ, Unit 2: Money & Banking		
MA.10.E.5	Describe the organization and roles of the Federal Reserve system • Federal Reserve organizational structure • *monetary policy* (e.g., open market operations, discount rate, reserve requirement)	***Understanding Economics: A Case Study Approach:*** Chapter 4: Government & the Economy	- Econ, Unit 2: Money & Banking		
MA.10.E.6	Discuss the role of *fiscal policy* in setting and maintaining economic stability and growth (e.g., *expansionary, contractionary*)		- Econ, Unit 2: Money & Banking		

MA.10.E.7	Illustrate the major sources of government revenue (e.g., taxes, fees, interest, government securities)		- **Econ, Unit 4: Taxes & Employment**
MA.10.E.8	Illustrate the major expenditures of tax revenues • national level (e.g., national security, social programs, education, civil services) • state level (e.g., social programs, education, civil services) • local level (e.g., civil services, education)		- **Econ, Unit 4: Taxes & Employment**
MA.10.E.9	Explain different types of taxes • *progressive tax* • *regressive tax* • *proportional tax*	***Understanding Economics: A Case Study Approach:* Chapter 4: Government & the Economy**	- **Econ, Unit 4: Taxes & Employment**
MA.10.E.10	Distinguish between *budget deficit* and *national debt*	***Understanding Economics: A Case Study Approach:* Chapter 4: Government & the Economy**	

STRAND: PERSONAL FINANCIAL MANAGEMENT

Content Standard 11: Students shall analyze career choices, education, skills, and economic conditions affecting earnings potential.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PFM.11.E.1	Compare and contrast career options including entrepreneurial activities using available resources (e.g., Occupational Outlook Handbook, Internet, guest speaker, job shadowing)	Job Corps career-technical training & work-based learning	- Econ, Unit 5: Business & Labor - English: Mod C, Units 11 & 12 - Senior Project 1: Business Plan		
PFM.11.E.2	Interpret factors affecting income • career choices and potential income • education and training		- Econ, Unit 1: Introduction to Econ-Applying Economics to Your Life - Econ, Unit 5: Business & Labor- Labor & Employment	Employment training & advanced training options are also embedded throughout Job Corps training	
PFM.11.E.3	Analyze the costs and benefits of personal choices in education and training that affect earnings potential • *intrinsic* • *extrinsic*		- Econ, Unit 1: Introduction to Econ-Applying Economics to Your Life - Econ, Unit 5: Business & Labor	Employment training & advanced training options are also embedded throughout Job Corps training	
PFM.11.E.4	Evaluate the importance of interpersonal skills in the workplace (e.g., workforce readiness skills, ethics)	BrainPOP series: Digital Etiquette	- Econ, Unit 5: Business & Labor - English: Mod C, Units 11 & 12 - Senior Project 1: Business Plan	Social skill training in the workplace is also embedded throughout Job Corps training	

STRAND: PERSONAL FINANCIAL MANAGEMENT

Content Standard 12: Students shall evaluate the impact of credit on personal financial decisions.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PFM.12.E.1	Compare and contrast forms of credit • loans (e.g., home, car, education, personal) • credit cards		- Econ, Unit 2: Money & Banking - Econ, Unit 3: Money Management		
PFM.12.E.2	Evaluate the costs and benefits of using credit • interest rates • fees and penalties • rewards		- Econ, Unit 3: Money Management		
PFM.12.E.3	Explain factors that affect credit worthiness • credit score and credit report • debt management (e.g., credit counseling, debt consolidation, bankruptcy) • credit protection laws • identity protection (e.g., identity theft, *phishing*, scams)		- Econ, Unit 3: Money Management		
PFM.12.E.4	Explain ways to avoid and correct credit problems (e.g., credit counseling, identity protection, debt consolidation, bankruptcy)		- Econ, Unit 3: Money Management		

STRAND: PERSONAL FINANCIAL MANAGEMENT

Content Standard 13: Students shall evaluate wealth management choices available to individuals.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PFM.13.E.1	Discuss the importance of establishing personal financial goals (e.g., long term, short term)		- **Econ, Unit 2: Money & Banking** - **Econ, Unit 3: Money Management**		
PFM.13.E.2	Identify reasons for saving and investing (e.g., education, emergency, down payment, retirement)		- **Econ, Unit 2: Money & Banking** - **Econ, Unit 3: Money Management**		
PFM.13.E.3	Compare and contrast methods of saving and investing (e.g., certificates of deposit, interest bearing savings account, individual retirement account, pension plans, stocks, bonds, mutual funds, real estate, annuities)		- **Econ, Unit 2: Money & Banking**		
PFM.13.E.4	Explain the importance of investing to build wealth and meet financial goals (e.g., *Rule of 72, time value of money, 70/20/10 rule, compound interest, simple interest)*		- **Econ, Unit 2: Money & Banking**		
PFM.13.E.5	Evaluate insurance as a *risk management* strategy to protect against financial loss (e.g., auto, health, life, homeowners, renters, disability, liability)	Learn360 video: - ***Setting up a Small Business***	- **Econ, Unit 3: Money Management** - **First Apartment Project** - **Buying a Used Car Project** - **Econ, Unit 4: Taxes & Employment**		

Attachment C.3.

SOCIAL STUDIES

CIVICS

CIVICS FOR ONE SEMESTER

STRAND: CITIZENSHIP

Content Standard 1: Students shall examine citizenship.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
C.1.CCC.1	Discuss the relevance of the study of *civics*		– USH, Unit 1: American Revolution – AG: all units		
C.1.CCC.2	Explain the role of citizenship		– AG all units		
C.1.CCC.3	Explain what constitutes a citizen		– USH, Unit 3: Civil War – AG: all units		
C.1.CCC.4	Discuss the process of becoming a citizen: • native born (e.g., *jus soli, jus sanguinus*) • naturalization	– BrainPOP tutorial: Citizenship	-AG unit 5: Civic Participation	– Citizenship, voting and civic participation reading and questions	
C.1.CCC.5	Explain and apply citizenship concepts to everyday life: • equality of all citizens under the law • majority rule/minority rights • individual freedoms • individual rights versus public interest • patriotism		– AG, Unit 3: Individual Rights – USH, Unit 1: American Revolution	-Individual rights project and rubric	

STRAND: CITIZENSHIP

Content Standard 2: Students shall examine the rights, responsibilities, privileges, and duties of citizens.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
C.2.CCC.1	Compare and contrast the responsibilities and duties of citizenship: • being an informed citizen • compulsory education • jury duty • obeying laws • selective service • taxes		– USH, Unit 1: American Revolution – AG, Units 3: Individual Rights – AG, Unit 5: Civic Participation		
C.2.CCC.2	Distinguish between rights and privileges of citizenship (e.g., voting, driving, education)		– AG, Unit 3: Individual Rights – AG, Unit 5: Civic Participation		

STRAND: GOVERNMENT

Content Standard 3: Students shall examine the purposes of government.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
G.3.CCC.1	Explain the purposes of government		– USH, Unit 6: Progressive Era – AG, Unit 1: American Democracy		
G.3.CCC.2	Describe how governments acquire power		– AG, Unit 2: Separation of Powers – AG, Unit 3: Individual Rights – AG, Unit 5: Civic Participation		
G.3.CCC.3	Examine the role of government in protecting the rights of the people (e.g., courts)		– AG, Unit 3: Individual Rights – AG, Unit 4: State & Local Govt.	individual rights project and rubric, supreme court case analysis	

STRAND: GOVERNMENT

Content Standard 4: Students shall compare the different types of government.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
G.4.CCC.1	Compare and contrast the different types of governmental ideology: • dictatorship • *direct democracy* • *indirect democracy*		– AG, Unit 1: American Democracy – WH, Unit 6: WW II: Dictatorship Chart	- understanding democracy graphic, vocabulary review, reading and questions -	

STRAND: UNITES STATES CONSTITUTION

Content Standard 5: Students shall explain the importance of historical documents, events, and people that led to the development of the United States Constitution.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
USC.5.CCC.1	Discuss the meaning of constitution and constitutional government		– AG, Unit 1: American Democracy, Unit 2: Separation of Powers		
USC.5.CCC.2	Explain the importance of historical documents and events that influenced the structure and development of the United States Constitution: • Mayflower Compact - 1620 • Declaration of Independence - 1776 • Articles of Confederation - 1781 • Constitutional Convention -1787		– USH, Unit 1: American Revolution – AG, Unit 1:American Democracy		
USC.5.CCC.3	Describe the contributions of the following individuals to the United States Constitution using primary source documents: • John Locke • Jean Jacques Rousseau • Founding Fathers		– AG, Unit 1: American Democracy		

STRAND: UNITES STATES CONSTITUTION

Content Standard 6: Students shall describe the organization, authority, and function of the United States government as defined by the United States Constitution.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
USC.6.CCC.1	Describe the reason for the organization of government in the United States Constitution		– AG, Unit 1: American Democracy – AG, Unit 2: Separation of Powers – AG, Unit 3: Individual Rights		
USC.6.CCC.2	Describe the procedures required to amend the United States Constitution		– AG, Unit 3: Individual Rights		
USC.6.CCC.3	Compare delegated, concurrent, and reserved powers		– AG, Unit 2: Separation of Powers		

STRAND: UNITES STATES CONSTITUTION

Content Standard 7: Students shall analyze the fundamental rights of individuals.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
USC.7.CCC.1	Analyze fundamental rights of individuals as incorporated in the *Bill of Rights*		– AG, Unit 3: Individual Rights		
USC.7.CCC.2	Identify changes occurring over time in the interpretation of the *Bill of Rights*		– AG, Unit 3: Individual Rights		
USC.7.CCC.3	Examine changes in civil rights legislation (e.g., affirmative action, Americans with Disabilities Act (ADA), Civil Rights Acts of 1964-65, Voting Rights Act of 1964)	Stanford: Cold War Culture & Civil Rights	– USH, Unit 7: Power of Speech – USH, Unit 8: Inquiry – AG, Unit 3: Individual Rights		

STRAND: STRUCTURE OF GOVERNMENT

Content Standard 8: Students shall describe the organization, authority, and function of federal and state government.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
SG.8.CCC.1	Discuss the legislative branch of the government at the federal and state levels: • purpose • organization • authority • function		– AG, Unit 2: Separation of Powers – AG, Unit 4: State & Local Government		
SG.8.CCC.2	Discuss the executive branch of the government at the federal and state levels: • purpose • organization • authority • function		– AG, Unit 2: Separation of Powers – AG, Unit 4: State & Local Government		
SG.8.CCC.3	Discuss the judicial branch of the government at the federal and state levels: • purpose • organization • authority • function		– AG, Unit 2: Separation of Powers – AG, Unit 4: State & Local Government		
SG.8.CCC.4	Describe the *separation of powers* in the system of *checks and balances*		– AG, Unit 2: Separation of Powers	-Flow chart	

STRAND: LAWS

Content Standard 9: Students shall examine federal, state, and local laws.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
L.9.CCC.1	Examine the source, purpose, and function of laws		– AG, Unit 2: Separation of Powers, Unit 4: State of Local Gov. – USH, Unit 3: Civil War: Dred Scott, 13th 14th & 15th amendments	-letter to representative, how a bill becomes a law flow chart	
L.9.CCC.2	Explain the need for active and ongoing change in laws		– AG, Unit 3: Individual Rights – AG, Unit 4: State and Local Govt.	-Letter to representative	
L.9.CCC.2	Distinguish between criminal and civil laws		– AG, Unit 3: Individual Rights	-Bill of rights assignment, supreme court cases analysis	

STRAND: LAWS

Content Standard 10: Students shall examine Arkansas laws pertaining to students.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
L.10.CCC.1	Discuss Arkansas laws applicable to juveniles: • bullying • *Extended Juvenile Jurisdiction* • health-related issues • juvenile court • school laws • victims' rights		-AG unit 4: State & Local Government	-Letter to representative	

STRAND: POLITICAL PARTIES AND ELECTIONS

Content Standard 11: Students shall analyze the development of political parties.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PPE.11.CCC.1	Analyze the development and growth of political parties: • two party system • role of citizens		– AG, Unit 1: American Democracy Unit 2: Separation of Powers – USH, Unit 3: Civil War: Republican Party birth – AG, Unit 5: Civic Participation	-unit 2: case student & questions, all of unit 5 reading and assignments	
PPE.11.CCC.2	Analyze various influences on political parties: • interest groups • lobbyists • *Political Action Committees (PACs)*		– AG, Unit 5: Civic Participation		

STRAND: POLITICAL PARTIES AND ELECTIONS

Content Standard 12: Students shall examine the influence of media on politics.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PPE.12.CCC.1	Discuss the influence of media coverage on the political process: • news reports • political cartoons • public opinion polls • use of *propaganda* techniques • campaign advertising		– WH, Unit 4: Political Cartoons – WH, Unit 5: World War I: Propaganda Posters – AG, Unit 5: Civic Participation – English, Module C Test	-cartoon analysis, media reading & questions, and voter turn out analysis.	
PPE.12.CCC.2	Discuss biases in the formation of public opinion		– USH, Unit 6: Progressive Era: Muckrakers – AG, Unit 5: Civic Participation	-media reading and questions.	
PPE.12.CCC.3	Discuss the influence of the Internet on the political process		– AG, unit 5: Civic Participation	-media reading and questions	

STRAND: POLITICAL PARTIES AND ELECTIONS

Content Standard 13: Students shall discuss the election process in the federal, state, and local governments.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PPE.13.CCC.1	Describe the election process in the federal, state, and local governments: • voter registration • voter interest or apathy • nominating process (e.g., *direct primary*, nominating committee, *caucus*)		– AG, Unit 5: Civic Participation		
PPE.13.CCC.2	Discuss the complexities of vote tabulation and certifying elections		– AG, Unit 1: Beginnings of American Government – AG, Unit 5: Civic Participation		

Attachment C.4.

SOCIAL STUDIES

UNITED STATES HISTORY

AMERICAN HISTORY

STRAND: EARLY UNITED STATES

Content Standard 1. Students shall examine the causes and effects of migration patterns in the early history of North America.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
EUS.1.USH.1	Evaluate the motivations for the exploration of the New World	– Brain Pop: Christopher Columbus – Learn360: *Just the Facts: Colonization of North America* – Stanford: Colonial	– USH, Unit 1: American Revolution – WH, Unit 4: Imperialism		
EUS.1.USH.2	Compare and contrast the political, social, economic, and geographic motives for migration to the three colonial regions (e.g., New England, Middle, Southern)	– Brain Pop: 13 Colonies – Learn360: *The Unfinished Nation: The Lure of the Land*			
EUS.1.USH.3	Trace the routes of early exploration in what was to become the United States	– Brain Pop: – Lewis and Clark – Gold Rush	– USH, Unit 2: Oregon Trail – USH, Unit 2: Brain Pop: Westward Expansion		
EUS.1.USH.4	Research economic development in the three colonial regions using primary and secondary sources	– Brain Pop: 13 Colonies – Learn360: *Just the Facts: Colonization of North America & Lifestyles & Commerce in Northern & Southern Colonies*			
EUS.1.USH.5	Map the geographic similarities and differences among the three colonial regions	– Brain Pop tutorial: 13 Colonies			
EUS.1.USH.6	Compare and contrast economic development in the three colonial regions	– Brain Pop: 13 colonies – Learn360: *Just the Facts: Colonization of North America & Lifestyles &* Commerce in Northern & Southern Colonies			
EUS.1.USH.7	Analyze different points of view regarding society, customs, and traditions in the three colonial regions	– Brain Pop: 13 Colonies – Learn360: *Just the Facts: Colonization of North America & Lifestyles & Commerce in Northern & Southern Colonies*			
EUS.1.USH.8	Compare changes which occurred over time in the	– Brain Pop: 13 Colonies			

	three colonial regions	– Learn 360: *Lifestyles & Commerce in Northern & Southern Colonies*			
EUS.1.USH.9	Explain how the concept of *Manifest Destiny* led to westward expansion: • Louisiana Purchase • War of 1812 • territorial expansion • annexation of Texas • impact on American Indians	Brain Pop tutorials: – Trail of Tears – Wounded Knee Massacre – American Indians – PocUSHontas – Tecumseh – Learn360: *Manifest Destiny* – *America the Story of Us* – Stanford: Expansion & Slavery	– USH, Unit 2: Manifest Destiny. – Brain Pop: Westward Expansion – Native Americans & Manifest Destiny video -USH: Final Settlement of the West – The Heartland video and questions		

STRAND: EARLY UNITED STATES

Content Standard 2. Students shall investigate the historical foundations of the United States government.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
EUS.2.USH.1	Discuss the creation of the new national government: • Articles of Confederation • Constitutional Convention • Bill of Rights	– Brain Pop: U.S. Constitution, Bill of Rights – Stanford: Revolution & Early America	– USH, Unit 1: American Revolution – AG, Unit 1: American Democracy, Unit 2: Separation of powers – AG, Unit 3: Individual Rights	-	
EUS.2.USH.2	Investigate the major governmental ideas established in the colonial and early national periods using primary and secondary source documents: • Declaration of Independence • Northwest Ordinances • Federalist Papers • United States Constitution • Washington's Farewell Address	– Brain Pop: U.S. Constitution – Stanford: Revolution & Early America	– USH, Unit 1: American Revolution – AG, Unit 1: American Democracy – AG, Unit 3: Individual Rights		

STRAND: EARLY UNITED STATES

Content Standard 3. Students shall investigate the causes and effects of war in the early history of the United States.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
EUS.3.USH.1	Analyze the causes and effects of the American Revolution: • political • social • economic • geographic	-Brain Pop: Causes of American Revolution -Brain Pop: American Revolution -Stanford: Revolution & Early America	– USH, Unit 1: American Revolution. – AG unit 1: American Democracy		
EUS.3.USH.2	Discuss the causes and effects of the Mexican-American War: • political • social • economic • geographic	– Brain Pop: Mexican-American War – Learn 360: The Mexican American War			
EUS.3.USH.3	Analyze the causes and effects of the Civil War: • political • social • economic • geographic	– Brain Pop: Civil War and Causes – Stanford: Civil War & Reconstruction – Stanford: Radical Reconstruction	– USH, Unit 3: Civil War & Reconstruction: – Reading, – Quote analysis, photo analysis, Civil War & Reconstruction videos – Essay inquiry and rubric – AG, Unit 3: Individual Rights		

STRAND: RECONSTRUCTION

Content Standard 4. Students shall analyze westward expansion in the United States since Reconstruction.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
R.4.USH.1	Examine the effect of the Homestead Act and the Morrill Land Grant Act on westward expansion	– Learn360 video: *The Homestead Act, Pacific Railway Act, & Morrill Act 1862*	– USH, Unit 2: Manifest Destiny: – Native Americans & Manifest Destiny video – Brain Pop: Westward Expansion – USH: Final Settlement of the West: – Farmers ppt – Heartland video questions – Farmers move west video questions – Farmers economic challenges assessment		
R.4.USH.2	Discuss the impact of the transcontinental railroad on the development of the West	– Learn360 video: *The Transcontinental Railroad*	– USH Unit 2, Manifest Destiny: Brain Pop: Westward Expansion – USH: Final Settlement of the West: -Farmers ppt -Heartland video questions -Farmers move west video questions		
R.4.USH.3	Compare and contrast competition between the farmers of the Great Plains and cattle ranchers: • technology (e.g., John Deere, Cyrus McCormick, Joseph Glidden, dry farming) • cow towns • railheads • cowboys • range wars	– Learn 360 video: *The Great Plains* – USH Shorts	-USH: Final Settlement of the West -Heartland video questions -Farmers move west video -Farmers Hardships ppt		
R.4.USH.4	Analyze the advantages and disadvantages of the mining boom: • Impact on American Indians (e.g., work of Helen Hunt Jackson, Dawes Act, Indian Wars) • environmental impact • economic impact		– USH, Unit 2: Manifest Destiny: Native Americans and Manifest Destiny video		

STRAND: RECONSTRUCTION

Content Standard 5. Students shall evaluate the impact of social movements and reforms during Reconstruction.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
R.5USH.1	Chart the strengths and weaknesses of the various plans for Reconstruction (e.g., Ten-percent plan, Freedman's Bureau, Wade-Davis Bill)	-Stanford: Civil War & Reconstruction	– USH, unit 3: Civil War: – Essay inquiry, Reconstruction video and question		
R.5USH.2	Identify the significance of the Civil War Amendments: • Thirteenth Amendment • Fourteenth Amendment • Fifteenth Amendment	– Learn360: *The 13th, 14th, & 15th Amendments & Andrew Johnson's Impeachment* – Stanford: Reconstruction SAC	– USH, unit 3: Civil War, reconstruction reading, video & questions, essay inquiry – AG, unit 3: Individual Rights, photo analysis, project & rubric – USH: Final Settlement of the West ppt		
R.5.USH.3	Research the effects of the Civil War Amendments during Reconstruction using primary source documents	– Stanford: Reconstruction SAC	– USH unit 3, Civil War, photo analysis. – AG, unit 3: Individual Rights, photo analysis.		
R.5.USH.4	Examine the reasons for the impeachment of President Andrew Johnson	– Learn 360: *The 13th, 14th, & 15th Amendments & Andrew Johnson's Impeachment*	– English, unit 8: Impeaching a President worksheet		
R.5.USH.5	Examine the reaction of United States citizens to civil rights in the late 1800s (e.g., sharecropping, the black codes, Jim Crow, *de facto* versus *de jure* segregation, Plessy v. Ferguson - 1896, New South - Henry Grady)	-Stanford: Civil War & Reconstruction	– USH Unit 3, Civil War reading & questions, photo analysis. – AG, unit 2: Separation of Powers, Supreme Court case analysis. – AG, unit 3: Individual project & rubric, & photo analysis.		
R.5.USH.6	Explain how the election of 1876 and the Compromise of 1877 led to the end of Reconstruction		– USH, unit 3 Civil War: Reconstruction video & question, essay inquiry.		
R.5.USH.7	Outline the successes and failures of Reconstruction	-Stanford: Civil War & Reconstruction	– USH, unit 3 Civil War Reconstruction video and question, essay inquiry.		

STRAND: INDUSTRIALIZATION

Content Standard 6. Students shall investigate the impact of changing technology on economic development.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
IN.6.USH.1	Investigate the impact of emerging communication technology on economic development using primary and secondary source documents (e.g., telegraph, typewriter, telephone, photographic film)	– *Industrial Revolution* DVD/Sunburst Visual Media – Learn360: *Industrialization in America*	– USH, Unit 4: Industrial Revolution – USH: Second Industrial Revolution: ppt – USH: Telegram questions & primary doc – Persuasive essay		
IN.6.USH.2	Investigate the impact of emerging transportation technology on economic development using primary and secondary source documents (e.g., airplane, Pullman cars, mass production of the automobile)	– Learn 360 video: Industrialization in America – Stanford: Homestead Strike & Pullman Strike	– USH, Unit 4: Industrial Revolution – USH: Second Industrial Revolution: ppt – English, Unit 9: Decade Research – English, Unit 10: Historical Event & Leader – SP: Historical Newsletter – Persuasive essay		
IN.6.USH.3	Investigate the impact of emerging technology on urban development using primary and secondary source documents (e.g., steel, elevator, skyscraper, suspension bridges, mass transit)	Learn 360 videos – Industrialization in America – The Making of America: The History Channel	– USH, Unit 4: Industrial Revolution – USH: Second Industrial Revolution: Telegram activity – English, Unit 9: Decade Research – English, Unit 10: Historical Event & Leader – SP: Historical Newsletter – Telegram document and questions		
IN.6.USH.4	Investigate the impact of emerging technology on industrial growth using primary and secondary source documents (e.g., electrification, refrigeration, hydraulic brakes, steel and oil industries)	Learn 360 videos: – Industrialization in America – The Making of America: The History Channel	– USH, Unit 4: Industrial Revolution – USH: Second Industrial Revolution: ppt & Telegram activity – English, Unit 9: Decade Research – English, Unit 10: Historical Event & Leader – SP: Historical Newsletter – Persuasive Essay		

STRAND: INDUSTRIALIZATION

Content Standard 7. Students shall evaluate the impact of immigration on society in the United States.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
IN.7USH.1	Describe the purpose of Angel Island and Ellis Island	– Brain Pop: – Ellis Island – Immigration – Learn360: *Ellis Island & California's Immigration*	– USH, Unit 5: Immigration – English: Decade Research – English: Historical Event – SP: Historical Newsletter		
IN.7USH.2	Map the changing immigration patterns of the late 19th and early 20th centuries	– Brain Pop: Immigration – Learn360: *Turning Points: Patterns of Immigration*	– USH, Unit 5: Immigration		
IN.7.USH.3	Categorize the rise of *nativism* as a reaction to the changing immigration patterns of the late 19th and early 20th centuries: • *assimilation* • public education • Chinese Exclusion Act • Gentlemen's Agreement • Immigration Restriction League	– Learn 360: The Effects of Immigration – Brain Pop: Immigration – Stanford: Chinese Immigration & Exclusion – Stanford: The Gilded Age	– USH, Unit 5: Immigration Research Project – English: Decade Research – English: Historical Event – SP: Historical Newsletter		
IN.7.USH.4	Illustrate the changing immigration patterns from rural areas to urban areas in the late 19th and early 20th centuries	– Learn 360: *Turning Points: Patterns of Immigration* – Ellis Island and the Immigrant Experience (SAS)	– USH, Unit 4: Industrial Revolution – USH, Unit 5: Immigration		
IN.7.USH.5	Research solutions to the problems that resulted from urban migration (e.g., housing, transportation, water, sanitation, crime, fire, poor working conditions)	– Learn 360 video: *The Effects of Immigration* – America the Story of us: Cities – Stanford: Progressive Social Reform	– USH, Unit 4 :Industrial Revolution – English: Decade Research – English: Historical Event – SP: Historical Newsletter – Cities video and questions		
IN.7.USH.6	Examine the role that immigrants played in the emergence of political machines (e.g., Tammany Hall)	– Stanford: Political Bosses			

STRAND: INDUSTRIALIZATION

Content Standard 8. Students shall analyze the rise of big business in the United States.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
IN.8.USH.1	Compare and contrast the terms "*captains of industry*" and "*robber barons*"		– USH, Unit 4: Industrial Revolution Project, Interview, unit question – English: Decade Research – English: Historical Leader – SP: Historical Newsletter		
IN.8.USH.2	Identify and analyze the contributions of important industrialists in the Post-Reconstruction era: • Andrew Carnegie • George Pullman • John D. Rockefeller • J.P. Morgan • Cornelius Vanderbilt	– Learn360: – *Carnegie: Industrialist & Philanthropist* – *Introduction, Big Business: Rockefeller and Carnegie* – *Hotel on Wheels* – *Articles on Carnegie, Pullman, Rockefeller, Morgan & Vanderbilt*	– USH, Unit 4: Industrial Revolution – USH: Industrialization (EOC Prep) – English: Decade Research – English: Historical Event – SP: Historical Newsletter		
IN.8.USH.3	Compare and contrast *vertical integration* and *horizontal integration*	– Learn360 article: *Vertical Integration*			
IN.8.USH.4	Analyze new forms of business organization: • *trusts* • *monopolies* • *pools* • *holding companies*	– Stanford: Homestead Strike & Pullman Strike	– USH, Unit 4: Industrial Revolution – USH: Industrialization		
IN.8.USH.5	Describe the political and economic philosophy of *Social Darwinism* (e.g., Herbert Spencer, *laissez-faire economics*)	– Learn360 articles: – *Herbert Spencer* – *Social Darwinism*	– USH, Unit 4: Industrial Revolution – WH, Unit 4: Imperialism		
IN.8.USH.6	Compare and contrast the reaction of labor to the rise of big business: • Knights of Labor • American Federation of Labor • International Workers of the World • American Railway Union	– Stanford: Homestead Strike & Pullman Strike	– USH, Unit 4: Industrial Revolution – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		

- United Mine Workers

STRAND: POPULISM

Content Standard 9. Students shall examine the impact of westward migration during the *Gilded Age*.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PO.9.USH.1	Identify the significance of the *Exoduses*	Learn360: – *The West: Episode 7: The Geography of Hope: The Exodusters* – *Ho for Kansas!*			
PO.9.USH.2	Analyze life on the Great Plains using primary and secondary sources (e.g., *soddies/dugouts*, weather, gender roles, medical care, education)	– Learn360: *The West - Episode 5 - The Grandest Enterprise Under God: The Great Plains* – USH Shorts	-USH: Final Settlement of the West -Farmers economic challenges assessment & ppt -Heartland video & questions -USH, Unit 8: Great Plains Indian Wars project		
PO.9.USH.3	Discuss how frontier life altered the American image		-USH: Final Settlement of the West -Heartland, video and questions		
PO.9.USH.4	Chart the transition of Oklahoma from Indian Territory to statehood	Learn360: – *Oklahoma & Texas* – *Trains & Wagons Rushing to Grab Oklahoma Land*	– The Native American Reeducation Movement (SAS)		
PO.9.USH.5	Discuss problems faced by farmers (e.g., bonanza farms, railroads, economic depression, overproduction)		-USH: Final Settlement of the West -Farmers economic challenges assessment & ppt -Heartland video and questions		

STRAND: POPULISM

Content Standard 10. Students shall survey the impact of reform movements on social problems in the United States.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PO.10.USH.1	Summarize the cooperative efforts of farmers in solving agricultural issues: • grange • alliances		-USH: Final Settlement of the West -Farmers economic challenges assessment & ppt -Heartland video and questions		
PO.10.USH.2	Discuss the rise and fall of the Populist Party: • graduated income tax • Panic of 1893 • election of 1896 • free silver • railroad regulation	– Learn 360 tutorial: *Gilded Politics & The Birth of the Populist Party* – Stanford: The Gilded Age – Unit 4 – "1894 Pullman Strike" (SAS)			

STRAND: POPULISM

Content Standard 11. Students shall examine the political ideas of the *Gilded Age*..

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PO.11.USH.1	Describe the rulings in the Supreme Court cases regulating industry: • Munn v. Illinois • Wabash v. Illinois • E.C. Knight Co. v. United States • slaughterhouse cases	– Learn 360 video: – *Morrison Waite article*			
PO.11.USH.2	Discuss the merits of civil service reforms that resulted from the political corruption of the *Gilded Age* (e.g., *spoils system*, Pendleton Act, assassination of James Garfield)	Learn 360 videos: – *Gilded Politics & The Birth of the Populist Party* – Spoils System article	– USH, Unit 4: Industrial Revolution		

STRAND: IMPERIALISM

Content Standard 12. Students shall evaluate the territorial expansion of the United States during the late 19th and early 20th centuries.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
IM.12.USH.1	Identify the steps leading to the acquisition of Alaska and Hawaii	– Learn 360 video: *The Age of Imperialism*	– WH, Unit 4: Imperialism		
IM.12.USH.2	Describe the participation of the United States in the Spanish-American War leading to the creation of the United States as an imperial power: • *Jingoism* • USS Maine • *yellow journalism* • Joseph Pulitzer • Teller Amendment • Cuba/Platt Amendment • Philippines • William McKinley	Learn360 videos – *The Age of Imperialism* – *Spanish- American War Propaganda* – *Spanish -American War: Crucible of Empire* – Stanford: American Imperialism – SAS: America: World Power	– WH, Unit 4: Imperialism – USH: Imperialism and the Spanish-American War		
IM.12.USH.3	Describe the creation of the United States as an imperial power as viewed from multiple perspectives (e.g., Emilio Aquinaldo, Cuba, the Philippines, Queen Liliuokalani)	– Stanford: American Imperialism – SAS: America: World Power	– WH, Unit 4: Imperialism: Political Cartoons		
IM.12.USH.4	Analyze the steps which led to the construction of the Panama Canal (e.g., *gunboat diplomacy*, Panamanian Revolution)	Learn360 videos – *Panama Canal* – *Theodore Roosevelt & the Panama Canal* – SAS: America: World Power			

STRAND: IMPERIALISM

Content Standard 13. Students shall analyze the foreign policy of the United States during the early 20th century.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
IM.13.USH.1	Describe President Theodore Roosevelt's foreign policy: • *Big Stick Diplomacy* • Great White Fleet • *Roosevelt Corollary*	Learn 360 videos: – *Theodore Roosevelt & the Panama Canal* – Theodore Roosevelt article	– WH, Unit 4: Imperialism		
IM.13.USH.2	Compare and contrast the *Dollar Diplomacy* of President William Howard Taft and the *Moral Diplomacy* of President Woodrow Wilson		– USH, Unit 6: Progressive Era: The Progressive Presidency Project		
IM.13.USH.3	Analyze the effects of the *Open Door Policy* on the relationship between the United States and China: • Boxer Rebellion • John Hay • spheres of influence	Learn360 articles: – Open Door Policy – Boxer Rebellion – John Hay – SAS Pathways "Imperialism: Opium Wars"			
IM.13.USH.4	Evaluate the social, political, economic, and geographic impact of the *Open Door Policy*	– Learn 360 video: Open Door Policy article			
IM.13.USH.5	Examine the relationship between the United States and its Latin-American neighbors (e.g., Pancho Villa, John Pershing, ABC Conference)	- SAS Pathways: "Spanish-American Wars." - WH Unit 4 - Imperialism			

STRAND: PROGRESSIVISM

Content Standard 14. Students shall evaluate the reforms of *progressivism*.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PR.14.USH.1	Analyze the effectiveness of the *muckrakers* on reforming American society: • social reform • educational reform • political reform • economic reform	– Learn 360: *Muckrakers & The Square Deal* – Brain Pop: Muckrakers – Stanford: Progressivism	– USH, Unit 6: Progressive Era – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
PR.14.USH.2	Examine the *Social Gospel Movement* and its influence on society (e.g., *settlement house*, Jane Addams, William Glidden)	– Learn360 article: Social Gospel – Stanford: Progressivism	– USH, Unit 4: Industrial Revolution – USH, Unit 6: Progressive Era		
PR.14.USH.3	Evaluate the use of photo-journalism in affecting urban social reform (e.g., Lewis Hine, Jacob Riis, Keating Owen Act of 1916, Fair Labor Standards Act of 1938)	-America the Story of Us: Cities -Stanford: Progressivism	– USH, Unit 4: Industrial Revolution: Child Labor – USH, Unit 6: Progressive Era – Video and questions		
PR.14.USH.4	Research the women's rights struggle from the 1840s through the *Progressive Era* : • Seneca Falls Convention • National American Women Suffrage Association • National Association of Colored Women • Nineteenth Amendment	Learn 360 videos: – *Women & Civil Rights* – *Not For Ourselves Alone* – *Life at the Beginning of the 20th Century: Role of Women and Suffragettes* Stanford: Progressivism	– USH, Unit 6: Progressive Era – WH; Unit 5: WWI – AG, Unit: 3 Individual Rights, project & rubric – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
PR.14.USH.5	Investigate the contributions of Theodore Roosevelt's administration in establishing conservation of natural resources: • John Muir • Gifford Pinchot		– USH, Unit 6: Progressive Era: Progressive Presidency Project		
PR.14.USH.6	Discuss Woodrow Wilson's *New Freedom* in regard to monetary and fiscal change: • Underwood Tariff of 1913		– USH, Unit 6: Progressive Era		

	• Federal Reserve Act of 1913		
PR.14.USH.7	Evaluate Robert La Follette's *Wisconsin Idea* in regard to political reform: • *initiative* • *referendum* • *recall* • *direct primary*	-US Govt – Unit 4 State and Local Government.	
PR.14.USH.8	Compare and contrast the political views of Booker T. Washington and W.E.B. Du Bois: • Atlanta Compromise • *Niagara Movement* • Tuskegee Institute • National Association for the Advancement of Colored People	-Progressive Era PP -Stanford: Progressivism - Booker T. Washington and Equality (SAS)	– AG 3: Individual Rights – USH, Unit 6: Progressive Era: Progressives of Color Project & Booker T. & Equality project
PR.14.USH.9	Analyze the progression of government regulation of business: • Interstate Commerce Act • Sherman Anti-trust Act • Clayton Anti-trust Act • Federal Trade Commission Act	Learn 360: – *The Interstate Commerce Act & the Sherman Anti-trust Act & articles* – *The Federal Trade Commission-1914* – US History Unit 6 – Progressivism	– The Progressive Era: The Standard Oil Monopoly.(SAS)
PR.14.USH.10	Investigate Theodore Roosevelt's *Square Deal* policies which increased presidential powers [e.g., *trust busting*, 1902 coal strike, railroad regulation (Elkins Act/Hepburn Act), Meat Inspection Act, Pure Food and Drug Act, conservation]		– USH, Unit 6: Progressive Era: Progressive Presidency Project
PR.14.USH.11	Analyze the effects of the Sixteenth, Seventeenth, and Eighteenth Amendments		-AG unit 3: Individual Rights, amendment essay & rubric – Econ, Unit 4: Taxes & Employment – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter
PR.14.USH.12	Examine the effects of the 1912 presidential election	Learn360 videos: – *American Citizens Seek a Progressive President* – *Woodrow Wilson & Progressive Social Politics* –	– US History Unit 6 - Progressivism

STRAND: WORLD IN CONFLICT

Content Standard 15. Students shall examine social, political, and economic changes during World War I.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
WC.15.USH.1	Analyze the causes of World War I: • *imperialism* • *nationalism* • *militarism* • *alliances*	-WH glossary -Stanford: WWI & 1920s	– USH: U.S. Involvement in WWI – WH, Unit 5: World War Dictatorship Chart – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.15.USH.2	Identify the steps leading to the entrance of the United States into World War I (e.g., Lusitania, Sussex Pledge, Zimmerman Telegram)	– Brain Pop: World War I – -Stanford: WWI & 1920s	– USH: U.S. Involvement in WWI – WH, Unit 5: World War I English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.15.USH.3	Discuss the contributions of the United States to the Allies in World War I	– Brain Pop: World War I	– WH, Unit 5: World War I – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: U.S. Involvement in WWI		
WC.15.USH.4	Investigate mobilization on the home front during World War I: • Selective Service Act • Food Administration • Fuel Administration • War Industries Board • Committee on Public Information	Learn 360 videos – *Declaration of War and The Selective Service Act - 1917* – *Mobilizing the United States for World War I*	– WH, Unit 5: World War I		
WC.15.USH.5	Debate freedom of speech versus national security (e.g., Espionage and Sedition Act , Schenck v. United States, public opposition to the war)	– Brain Pop: McCarthyism Learn 360 videos: – *The Espionage Act of 1917 and the Sedition Act of 1918* – *Schenck v. United States*			
WC.15.USH.6	Examine the Treaty of Versailles: • Wilson's Fourteen Points • ratification debate	-Learn 360: *Treaty of Versailles*	– USH: U.S. Involvement in WWI – WH, Unit 5: World War I – USH: Treaty of Versailles questions and persuasive essay		

STRAND: WORLD IN CONFLICT

Content Standard 16. Students shall examine social, political, and economic changes during the Jazz Age/Roaring Twenties.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
WC.16.USH.1	Investigate the sources of national fear and violence in post World War I (e.g., *Xenophobia/Nativism, Communism, Red Scare*/Palmer Raids, *Anarchists*/Sacco and Vanzetti, Ku Klux Klan, Emergency Quota Act of 1921, labor strikes)	Learn 360 videos – *Nativism & The Red Scare* – *The True Story of Sacco & Vanzetti* – *Ku Klux Klan* Stanford: WWI & 1920s	– USH: The Roaring Twenties – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	Internet Research project	
WC.16.USH.2	Evaluate the artistic, literary, and social movements of the 1920s, which changed society (e.g., Harlem Renaissance, Lost Generation, jazz culture, *Ash Can School*, United Negro Improvement Association)	– Brain Pop: Harlem Renaissance – Learn 360 videos – *The Jazz Age & The Harlem Renaissance* – *Lost Generation article* – *Marcus Garvey* – The Roaring 20s: Flapper Culture (SAS)	– USH, Unit 6: Progressive Era: Progressive Era Video – USH: The Roaring Twenties – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.16.USH.3	Analyze the domestic policies of Presidents Warren G. Harding, Calvin Coolidge, and Herbert Hoover	– Learn 360 video: *Conservative Presidents of Post-World War I America*	– English: Decade Research – English: Historical Leader – SP: Historical Newsletter		

STRAND: WORLD IN CONFLICT

Content Standard 17. Students shall examine social, political, and economic changes during the Great Depression.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
WC.17.USH.1	Examine the causes and effects of the Dust Bowl on agriculture and migration patterns	– Learn360 videos: – *Introduction to the Dust Bowl* – *Wall of Death* – USH Shorts – The Dust Bowl Documentary – The Great Migration: Who, What, When, Where, and Why. (SAS) – The Great Depression: Photo Essay (SAS)	– English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: Final Settlement of the West: The Farmers Hardship PP, video and questions – USH: Great Depression & New Deal		
WC.17USH.2	Analyze the national and global causes and effects of the Great Depression	– Brain Pop: Great Depression Causes Learn360 videos: – *Capitalism & The Great Depression* – *Great Depression: WW I* – Stanford: 1920s & New Deal – SAS: 1929 Stock Market Simulation	– English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH, Unit 8: FDR & the New Deal, Great Depression Photo Essay, & African Americans & the New Deal – USH: Great Depression & New Deal		
WC.17.USH.3	Discuss President Herbert Hoover's policies in dealing with the Great Depression	Learn360 videos: – *Herbert Clark Hoover* – *Foreign Policies of Herbert Hoover & Franklin Roosevelt* – *The Great Depression: President Hoover* – African Americans and the New Deal (SAS)	– English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: Great Depression & New Deal		
WC.17.USH.4	Evaluate President Franklin D. Roosevelt's New Deal including the long term effects (e.g., growth of federal power/bureaucracy, Tennessee Valley Authority, social security, minimum wage)	– Brain Pop: New Deal – Learn360 videos – *Great Depression: The Road to Recovery* – *New Deal* – *The New Deal & Industry* – Stanford: New Deal & WWII	– USH, Unit 8: Progressive Era – USH, Unit 8: FDR & the New Deal, Great Depression Photo Essay, & African Americans & the New Deal – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: Great Depression & New Deal		

STRAND: WORLD IN CONFLICT

Content Standard 18. Students shall examine social, political, and economic changes during World War II.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
WC.18.USH.1	Discuss the isolationist policies of the United States prior to entry into World War II	– Brain Pop: – WWII – Causes of WWII	– WH, Unit 6: WWII – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: U.S. Diplomacy and WWII		
WC.18.USH.2	Summarize Japanese motives for attacking Pearl Harbor	– Brain Pop: – Pearl Harbor – Internment Camps – Learn 360 videos: – *Tora, Tora, Tora: The Real Story of Pearl Harbor* – *Pearl Harbor*	– USH, Unit 7: Power of Speech – WH, Unit 6 WWII – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.18.USH.3	Describe the United States' mobilization for war on the home front: • War Production Board • roles of women • war bonds • Selective Service Act • Office of Price Administration • roles of African Americans	– Brain Pop: WWII – Learn 360: WWII	– WH, Unit 6 WWII – USH: U.S. Diplomacy & WWII – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.18.USH.4	Evaluate the effects of the forced relocation of Japanese Americans including the Arkansas connection: • Internment camps (Jerome and Rohwer) • Korematsu v. United States	Learn 360 videos: – *Time of Fear* – *Mistreatment of Japanese Americans During WWII* Stanford: New Deal & WWII	– WH, Unit 6 WWII: Voices of Minorities Project – USH: U.S. Diplomacy & WWII – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		
WC.18.USH.5	Evaluate the military contribution of minorities in World War II: • Tuskegee Airmen • Navajo Code Talkers • 442nd Regimental Combat Team	– Learn 360 videos: – *The Tuskegee Airmen* – *Tuskegee Airmen: Outstanding Performance Paves the Way for Change* – *Navajo Code Talkers* – SAS: Desegregating the	– WH, Unit 6 WWII: Voices of Minorities Project – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter		

Military

WC.18.USH.6	Investigate the contributions of technology and science during World War II (e.g., Office of Scientific Research and Development, Manhattan Project, blood plasma, penicillin, radar, semiconductors, synthetic materials, freeze-dried food)	-SAS: The Holocaust & Hiroshima	– USH: Atomic Weapons – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	Internet research project
WC.18.USH.7	Analyze President Harry S. Truman's decision to use atomic weapons against Japan	– Brain Pop: WW II – Stanford: New Deal & WWII	– WH, Unit 6: WWII: Atomic Bomb debate & Letter to the President – USH: Atomic Weapons – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	
WC.18.USH.8	Investigate the effects of World War II on population shifts, economic gains, and social adjustments during the post-war period (e.g., defense industry towns, African American migration, farmer prosperity, employment of women, baby boom, juvenile delinquency, G.I. Bill of Rights)		– WH, Unit 6: WWII	Internet research project
WC.18.USH.9	Examine racial conflicts in the World War II period	-Stanford: Zoot Suit Riots	– WH, Unit 6: WWII: Voices of Minorities Project – English: Decade Research – English: Historical Event/Leader SP: Historical Newsletter	Internet research project

STRAND: CONTEMPORARY UNITED STATES

Content Standard 19. Students shall examine the changes encountered between the Cold War and the present.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
CUS.19.USH.1	Investigate the origins of the Cold War (e.g., Yalta Conference, division of Europe, United Nations, Truman Doctrine, Marshall Plan, Berlin Crisis)	– Brain Pop: Cold War – Learn 360 video: *The Cold War* – Stanford: Cold War – SAS: Mapping the Cold War, Truman Doctrine, & Marshall Plan	– USH, Unit 8: Inquiry: The Search for Answers – USH: Truman & the Cold War – WH, Unit 8: WWII – WH, Unit 7: Research Project – English: Decade Research – English: Historical Event – SP: Historical Newsletter	Internet research project	

			– The Cold War PP	
CUS.19.USH.2	Discuss the influence of *McCarthyism* on American society and politics	– Brain Pop: McCarthyism – Learn 360: *McCarthyism* – *USH Shorts* – Stanford: Cold War – Cold War: McCarthyism (SAS)	– USH, Unit 8: Inquiry: The Search for Answers – USH: Truman & the Cold War – English: Decade Research – English,: Historical Event/Leader – SP: Historical Newsletter	
CUS.19.USH.3	Examine the increase in bureaucracy as a result of the Cold War: • National Security Act of 1947 • Interstate Highway Act of 1957	– Brain Pop: Cold War – Learn 360: *The Cold War* – *US History – Unit 8 – Research Topic*		
CUS.19.USH.4	Examine the development of international alliances as a result of the Cold War: • North Atlantic Treaty Organization • Warsaw Pact	– Learn 360: – *Marshal Plan, NATO, Israel, and Communism* – *North Atlantic Treaty Organizaton* – Warsaw Pact article	– USH, Unit 8: Inquiry: The Search for Answers – USH: Truman & the Cold War – WH, Unit 7: Research Project	
CUS.19.USH.5	Discuss the impact of the space race on relations between the United States and the Soviet Union		– USH, Unit 8: Inquiry: The Search for Answers – USH: Truman & the Cold War: America the Story of Us: Superpower – WH, Unit 7: Research Project – Video and questions – English: Decade Research – English,: Historical Event – SP: Historical Newsletter	
CUS.19.USH.6	Investigate civil rights issues affecting the following groups: • African Americans • American Indians • Asian Americans • Hispanic Americans • Women	– Brain Pop tutorial: Civil Rights – Stanford: Cold War Culture & Civil Rights – Civil Rights Organizations (SAS)	– AG, Unit 3: Individual Rights, social movements reading, project & rubric. – USH, Unit 8: Inquiry: The Search for Answers – WH, Unit 7: Research Project – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	
CUS.19.USH.7	Investigate the role of the United States in global conflicts: • Korean Conflict • Vietnam Conflict	– Brain Pop tutorials: – Vietnam War – Korean War -Stanford: Cold War, Korean War,	– USH, Unit 8: Inquiry: The Search for Answers – USH: Kennedy's New Frontier & Johnson's Great Society	Internet research project

	• Operation Desert Shield/Storm	Anti-Vietnam War Movement, Cuban Missile Crisis, Gulf of Tonkin Resolution, The Great Society -SAS: Johnson & the Vietnam War	– WH, Unit 7: Research Project – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	
CUS.19.USH.8	Examine the cultural and technological changes in American society that began in the 1950s using primary and secondary sources	-Stanford: Women in the 1950s	– USH, Unit 8: Inquiry: The Search for Answers – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter – USH: Eisenhower and Modern Republicanism	
CUS.19.USH.9	Compare and contrast the policies of the *New Frontier* and the *Great Society*	- US History – Unit 7 – JFK's Inaugural Address - US History Unit 8 Research Topic - The Turbulent 1960s (SAS)	-USH: Kennedy's New Frontier and Johnson's Great Society	
CUS.19.USH.10	Discuss the political and social results of *Watergate*	– Learn 360: – *Watergate Plus 30: Shadow of History* – *A Burglary at Watergate* – *The Fall of President Nixon*	– USH, Unit 8: Inquiry – USH: Nixon, Ford, & Carter Presidencies – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	
CUS.19.USH.11	Compare and contrast the domestic and foreign policies of United States presidents from Richard Nixon to the present	– Learn 360: Richard Nixon – Brain Pop: Nixon – Postwar Presidential Comparison Charts (SAS)	– USH, Unit 8: Inquiry: The Search for Answers – USH: Nixon, Ford, and Carter Presidencies – USH: The Reagan Administration – USH: George HW Bush and Clinton Presidencies	
CUS.19.USH.12	Recognize current issues in immigration and ethnic diversity	– Learn 360 videos: – *Immigration: The Next Generation* – *Our Families, Ourselves-Families Today and Tomorrow*	– USH, Unit 5 Immigration – USH, Unit 8: Inquiry: The Search for Answers – WH, Unit 7: Research Project – English: Decade Research – English: Historical Event/Leader – SP: Historical Newsletter	Internet research project
CUS.19.USH.13	Investigate the effects of the September 11, 2001, terrorist attack on the United States:	– Learn 360 videos: – *Inside the Pentagon: Homeland Security*	– USH, Unit 8: Inquiry: The Search for Answers – WH, Unit 7: Research Project	Internet research project

- Department of Homeland Security
- Patriot Act
- Transportation Security Act
- Operation Enduring Freedom

- *9-11*
- *President's Address on Initial OPS in Afghanistan 10/07/01*

– Brain Pop tutorials:
  - Terrorism
  - September 11th

- English: Decade Research
- English: Historical Event/Leader
- SP: Historical Newsletter
- USH: George W. Bush and Obama Presidencies

Attachment C.5.

SOCIAL STUDIES

WORLD HISTORY

WORLD HISTORY

STRAND: SOCIAL MOVEMENTS AND REFORMS

Content Standard 1. Students shall analyze the key elements of social movements and reforms.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
SMR.1.WH.1	Examine the key concepts and historical significance of five major religions: - Buddhism - Christianity - Hinduism - Islam - Judaism	Brain Pops: - Ramadan - Religion	- WH, Unit 2: World Religions		
SMR.1.WH.2	Examine the key concepts and historical significance of three major Eastern philosophies: • *Confucianism* • *Daoism* • *Legalism*	Learn360 video: - *East Asian Religions & Other Cultural Traditions* - WH, Unit 2: World Religions Big Religion Chart			
SMR.1.WH.3	Explain the contributions of Greek philosophers to Western thought using primary and secondary sources: • Socrates – Socratic method • Plato – *The Republic* • Aristotle	Learn360 video clips: - *The Examined Life-What is Human Nature* - *The Greek View of Human Nature*			
SMR.1.WH.4	Analyze key elements of the Renaissance: • *Humanism* • revival of interest in ancient Greece and Rome • changing artistic styles (e.g., music, architecture, literature)	Learn360 videos: - *The Renaissance* - *The Medici*			
SMR.1.WH.5	Describe the role of the printing press in the spread of ideas: • availability of books • increased literacy • Reformation	Learn360 videos: - *The Renaissance* - *The Reformation*	- USH, Unit 4: The Industrial Revolution - USH, Unit 6: The Progressive Era		

SMR.1.WH.6	Explain notable contributions made by individuals during the Scientific Revolution (e.g., Copernicus, Newton, Galileo, Bacon)	Learn360 videos: - *Scientific Revolution (Parts 1 & 2)* - *Copernicus & Heliocentrism* Brain Pops: - Galileo Galilei - Isaac Newton			
SMR.1.WH.7	Explain notable contributions made by individuals during the Enlightenment (e.g., Locke, Voltaire, Rousseau, Montesquieu)	Learn360 video: - *Heroes of the Enlightenment: Newton, Bacon & Locke*	- AG, Unit 1: Introduction to American Democracy		

STRAND: SOCIAL MOVEMENTS AND REFORMS

Content Standard 2. Students shall analyze societal changes resulting from movements and reforms.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
SMR.2.WH.1	Explain the characteristics of a civilization: • calendar • writing • specialization of workers • rise of cities • advanced technology • development of complex institutions	Brain Pops: - Rise of the Roman Empire - Pax Romana - Mesoamerica	- WH, Unit 3: Ancient Civilizations - USH, Unit 4: The American Industrial Revolution - USH, Unit 6: The Progressive Era		
SMR.2.WH.2	Investigate the changing roles of women using primary and secondary sources	Learn360 videos: - *Women in Development* - *Domesticity, the Role of Women, and Education* Stanford: Progressivism	- AG, Unit 3: Individual Rights, social movements, project & rubric - WH, Unit 6: WWII - USH, Unit 6: Progressivism - English, Unit 10: Historical Event & Leader - Senior Projects: Historical Newsletter		

SMR.2.WH.3	Examine the spread of the major religions using historical maps: - Buddhism - Christianity - Hinduism - Islam - Judaism		- WH, Unit 2: World Religions		
SMR.2.WH.4	Research the effects of the Black Death on Medieval and early Renaissance society (e.g., population, economics, religion)	Brain POP: - The Black Death Stanford: Medieval: Black Death			
SMR.2.WH.5	Evaluate the effect of the Renaissance on subsequent events in Europe: • Reformation • exploration • Enlightenment • Scientific Revolution	Learn360 videos: - *Age of Discovery* - *Scientific Revolution (Parts 1 & 2)* - *US History – Unit 1*			

STRAND: CONFLICT AND COMPROMISE

Content Standard 3. Students shall analyze the causes of conflict in the world.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
CC.3.WH.1	Explain the causes of the fall of the Roman Empire (e.g., economic, political, military)	Brain POP: - Fall of Roman Empire	- WH, Unit 3: Ancient Civilizations		
CC.3.WH.2	Investigate the causes of the Crusades (e.g., religious, economic, military, political)		- WH, Unit 2: World Religions		
CC.3.WH.3	Compare and contrast the Reformation and the Counter-Reformation (e.g., religious, economic, political)				
CC.3.WH.4	Analyze the causes of the 18th and 19th century revolutions (e.g., *liberalism, nationalism, imperialism*)	Brain Pops: - British Empire - Fall of Roman Empire	- WH, Unit 4: Imperialism		

CC.3.WH.5	Analyze the causes of World War I (e.g., *alliances, imperialism, nationalism, militarism*)	Brain POP: - World War I Stanford: WWI & 1920s	- WH, Unit 5: World War 1 - Senior Projects: Historical Newsletter		
CC.3.WH.6	Analyze the causes of World War II (e.g., Treaty of Versailles, the Great Depression, rise of dictators)	Brain POP: - League of Nations - WW2 Causes - Adolf Hitler	- WH, Unit 6: World War II - USH: Treaty of Versailles - English, Unit 10: Historical Event & Leader - Senior Projects: Historical Newsletter		
CC.3.WH.7	Research the causes of the Cold War using available technology (e.g., ideological differences between the United States and the U.S.S.R.)	Brain POP: - Cold War Stanford: Cold War	- WH, Unit 6: World War II - USH, Unit 8: The Search for answers - USH: Truman & the Cold War		
CC.3.WH.8	Analyze the role extremist groups have played in creating world instability	Brain POP: - Terrorism	- WH, Unit 1: Around World - WH, Unit 5: World War 1 - WH, Unit 6: World War II - WH, Unit 7: Inquiry Project - USH, Unit 8: Search for Answers	Internet Research projects	

STRAND: CONFLICTS AND COMPROMISE

Content Standard 4. Students shall analyze the effect of conflict and subsequent resolution in the world.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
CC.4.WH.1	Analyze the effect of the Punic Wars on transforming Rome from Republic to Empire	Brain Pops: - Roman Republic - Pax Romana	- WH, Unit 3: Ancient Civilizations		
CC.4.WH.2	Investigate the effects of the collapse of the Roman Empire on civilization (e.g., barbarian invasions, changing structure of the church, the Byzantine Empire)	Brain POP: - Fall of the Roman Empire	- WH, Unit 3: Ancient Civilizations		
CC.4.WH.3	Explain the consequences of the Crusades (e.g., decline in feudalism, increase in trade, shifting political power)	Learn360 video clip: - *End of the Third Crusade*			

CC.4.WH.4	Analyze the effect of revolution on the creation of independent nation-states (e.g., American Revolution, French Revolution, unification of Germany, unification of Italy, and Latin American independence movements)	Brain Pops: - Che Guevara - Simon Bolivar - French Revolution - Mexican Revolution - American Revolution - Thirteen Colonies - Declaration of Independence	- USH, Unit 1: American Revolution - USH, Unit 2: Manifest Destiny - WH, Unit 1: Around the World - AG, Unit 1: American Democracy	
CC.4.WH.5	Summarize the consequences of the Napoleonic Wars (e.g., the Louisiana Purchase, the Congress of Vienna)	Brain Pops: - Lewis & Clarke - Westward Expansion - US History – Unit 2 – Manifest Destiny	-	
CC.4.WH.6	Summarize the consequences of the Russian Revolution (e.g., Russian Civil War, withdrawal from World War I, end of Czarist rule)	Learn360 video: *Russian Revolution*	- WH, Unit 5:WWI	
CC.4.WH.7	Examine the consequences of World War I and the Treaty of Versailles: • changing national boundaries • advances in military technology • deterioration of Germany • the League of Nations	Brain Pops: - World War 1 - WW2 Causes - Adolf Hitler - League of Nations Stanford: New Deal & WWII	- WH, Unit 5: World War I - USH: Treaty of Versailles - English, Unit 10: Historical Event - Senior Projects: Historical Newsletter	
CC.4.WH.8	Examine the outcomes of World War II: • creation of United Nations • North Atlantic Treaty Organization (NATO) • advances in technology • creation of satellite nations • Cold War	Brain Pops: - United Nations - Cold War - Apollo Project Stanford: New Deal & WWII	- WH, Unit 6: World War II - WH, Unit 7: Inquiry Project - English, Unit 10: Historical Event - Senior Projects: Historical Newsletter	
CC.4.WH.9	Investigate the world-wide effect of *genocide* in the 20th and 21st centuries using available technology (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo, Sudan)	Brain Pops: - Genocide - Terrorism	- WH, Unit 6: World War II - WH, Unit 7: Inquiry Project - English, Unit 10: Historical Event - Senior Project: Historical Newsletter	- Internet Research projects
CC.4.WH.10	Investigate the effects of the Cold War on the post-World War II era (e.g., emerging superpowers, containment policies, space race, arms race)	Brain Pops: - Cold War - Apollo Project Stanford: Cold War	- WH, Unit 6: World War II - USH, Unit 8: The Search for Answers - English, Unit 10: Historical Event	Internet Research projects

			- Senior Projects: Historical Newsletter		
CC.4.WH.11	Discuss the post-Cold War era (e.g., *Strategic Arms Limitation Treaty, glasnost, perestroika*, fall of Berlin Wall)	Learn360 video: - *Cold War Video Quiz*	- USH, Unit 8: The Search for Answers - English, Unit 10: Historical Event - Senior Projects: Historical Newsletter		
CC.4.WH.12	Investigate the consequences of the Arab - Israeli conflicts from 1948 to the present	Learn360 video clips from: *The Decade of 1970-1979* - SAS Pathways		Internet Research projects	
CC.4.WH.13	Analyze the responses to imperialism by people under colonial rule at the end of the 19th century (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars)		- WH, unit 4: The Age of Imperialism		

STRAND: MIGRATION AND SETTLEMENT

Content Standard 5. Students shall analyze the reasons for and consequences of migration.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
MS.5.WH.1	Examine the effects of the **Neolithic** revolution on society (e.g., domestication of plants and animals, increased population, changing technologies)	Brain POP: - Agricultural Revolution			
MS.5.WH.2	Describe the causes of mass migration (e.g., famine, disease, war, religious persecution, ethnic cleansing)		- WH, Unit 5: World War I - WH, Unit 6: World War II - WH, unit 7: Modern World History project & rubric - USH, Unit 4: The Industrial Revolution - USH, Unit 5: Immigration to America - USH, Unit 8: The Search for Answers - Econ, unit 6: Global Issues Project - Senior Projects: Historical Newsletter		

MS.5.WH.3	Describe the effects of mass migrations on civilization (e.g., Bantu, Great Trek, Irish, Vietnamese)	ELL Newsletter Brain POP: Vietnam War	- USH , Unit 5: Immigration to America		
MS.5.WH.4	Discuss the spread of forced labor (e.g., slavery in ancient civilizations, American Indians, Africa)	Brain POP: - Slavery Stanford: Slavery & Expansion	- USH, Unit 3: Civil War, map activity. - Senior Projects: Historical Newsletter		

STRAND: MIGRATION AND SETTLEMENT

Content Standard 6. Students shall analyze the interactions of peoples, cultures, and ideas.

	Student Learning Expectations (SLE)	Supplemental Resources	ConTech Activity	Notes	Power Stds.
MS.6.WH.1	Illustrate the movement of people over time to different locations using historical maps		- WH, Unit 1: Around the World map activity		
MS.6.WH.2	Investigate the cultures that developed in the Americas prior to European exploration (e.g., Maya, Inca, Aztec, and North American Indian tribes)	Brain POP: - Mesoamerica	- WH, Unit 3: Ancient Civilizations		
MS.6.WH.3	Describe the contributions of early African civilizations (e.g., Ghana, Mali, Songhai)		- WH, Unit 3: Ancient Civilizations		
MS.6.WH.4	Describe the contributions of early Asian civilizations (e.g., Zhou, Qin, Han, Indo-European)		- WH, Unit 3: Ancient Civilizations		
MS.6.WH.5	Compare and contrast the consequences of the Mongol invasion on India, China, and Russia	Brain POP: - Great Wall of China			

STRAND: ECONOMICS AND TRADE

Content Standard 7. Students shall analyze global interactions created through trade.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
ET.7.WH.1	Investigate the significance of the Silk Road using historical maps	Learn360 video: - *The Silk Road*			
ET.7.WH.2	Research the motivations which drove European exploration (e.g., *mercantilism, colonialism*, religion)	Brain POP: - British Empire	- WH, Unit 4: The Age of Imperialism		
ET.7.WH.3	Analyze the contributions of explorers (e.g., Magellan, Columbus, De Gama, Drake, Zheng He)		- WH, Unit 4: The Age of Imperialism		
ET.7.WH.4	Analyze the results of slave labor on economic systems	Brain POP: - Slavery Learn360 videos: - *Slaves & the Sugar Triangle* - *Middle Passage*	- USH, Unit 3: Civil War, map activity.		
ET.7.WH.5	Describe the four factors of production necessary to foster an industrial revolution: • natural resources • human resources • capital resources • entrepreneurship		- USH , Unit 4: Industrial Revolution - Econ, Unit 1: Intro to Economics - Econ, Unit 6: Global Economics		
ET.7.WH.6	Investigate the role 19th century *imperialism* played in creating spheres of influence and colonization (e.g., partition of Africa, East Asia, India, Latin America)	Brain POP: - British Empire	- USH , Unit 4: The Age of Imperialism - USH: Imperialism & the Spanish American War.		
ET.7.WH.7	Compare and contrast the economic elements of *capitalism, socialism,* and *communism*	Brain POP: - Communism	- Econ, Unit 6: Global Economics		

STRAND: ECONOMICS AND TRADE

Content Standard 8. Students shall analyze specialization and interdependence in the world.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
ET.8.WH.1	Analyze the development of mass production methods during the late 19th and early 20th centuries: • division of labor • assembly line • interchangeable parts	Brain Pops: - Industrial Revolution - Assembly Line	- USH , Unit 4: The Industrial Revolution - USH: Industrialization		
ET.8.WH.2	Summarize the Marxist theory of social and political reform (e.g., *proletariat, bourgeoisie*)	Brain POP: - Communism	- USH , Unit 4: The Industrial Revolution - AH, Unit 8: The Search for Answers		
ET.8.WH.3	Describe economic interdependence of nations [e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), General Agreement on Trade and Tariffs (GATT), European Economic Union (EEU), Organization of Petroleum Exporting Countries (OPEC)]	Learn360 videos: - *NAFTA and the Global Markets* - *The Decade of 1990-1999*	- Econ, Unit 6: Global Economics		

STRAND: POLITICS AND GOVERNMENT

Content Standard 9. Students shall analyze the different theories of government throughout history.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PG.9.WH.1	Summarize the development of political structures in the cradles of civilization (e.g., Nile River Valley, Indus River Valley, Mesopotamia, China, and South America)	- SAS Pathways (Maya, Aztec, Incan Culture) - WH Unit 3			
PG.9.WH.2	Compare and contrast the political theories found in the Greek *city-states* of Sparta and Athens		- WH, Unit 3: Ancient Civilizations		

PG.9.WH.3	Summarize political power resulting from the following: • *Mandate of Heaven* • *divine right* • *absolutism*		- USH, Unit 2: Manifest Destiny		
PG.9.WH.4	Investigate the origin and development of the imperial state: • Africa • Asia • Europe • Middle East		- WH, Unit 4: The Age of Imperialism - USH: Imperialism & the Spanish American War		
PG.9.WH.5	Compare and contrast the political structure of European and Japanese feudalism	Learn360 videos: - *Japan from Dawn of Culture to Feudalism* - *High Middle Ages: Feudalism*			
PG.9.WH.6	Describe the political ideologies of the 18th and 19th century revolutions using primary and secondary documents (e.g., American, French, and Latin American revolutions)	Brain POP: French Revolution	- USH, Unit 1: American Revolution		
PG.9.WH.7	Discuss *theocracy* (e.g., John Calvin, Puritans, Islam)	Learn360 videos: - *Salem Witch Trials*	- USH, Unit 2: World Religions		
PG.9.WH.8	Examine the political theories of *socialism, communism, and fascism*	Brain POP: Communism, Causes of WWI	- WH, Unit 5: WW I - WH, Unit 6: WW II, dictatorships. - Econ, Unit 6: Global Econ		

STRAND: POLITICS AND GOVERNMENT

Content Standard 10. Students shall analyze the structure and purpose of political organizations and alliances.

	Student Learning Expectations (SLE)	Supplemental Resources	Con Tech Activity	Notes	Power Stds.
PG.10.WH.1	Investigate historical law codes using primary and secondary documents (e.g., Hammurabi, Justinian, Magna Carta, Napoleonic)	Learn360 video clips: - *Turning Point: Due Process & Limited Gov't*			

PG.10.WH.2	Research the formation of alliances in World War I and World War II using available technology (e.g., Triple Alliance, Triple Entente, Axis and Allies)	Stanford: New Deal & WWII	- WH, Unit 5: WW I - WH, Unit 6: WWII - English, Unit 10: Historical Event & Leader - Senior Projects: Historical Newsletter
PG.10.WH.3	Analyze the structure and purpose of the United Nations	Brain POPs: - United Nations	- WH, Unit 6: WWII
PG.10.WH.4	Analyze the purpose of post-World War II military alliances (e.g., North Atlantic Treaty Organization (NATO), Southeast Asia Treaty Organization (SEATO), Warsaw Pact)	Learn360 video clips from: *The Decade of 1940-1949*	- WH, Unit 6: WWII - USH, Unit 8: Search for Answers

Attachment D.1.

CCSS LITERACY STANDARDS

ALIGNMENT ACROSS CONTENT AREAS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	1. Cite specific textual evidence to support analysis of primary & secondary sources, attending to such features as the date & origin of the information. 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	- All USH units - USH Invention: Telegram - USH Flapper Culture - USH Great Depression & New Deal - USH Cold War - All WH units - All Econ units - All Govt units	- American Revolution story book - Westward Brainstorming chart, project/scrapbook - Civil War Internet resources, compromise reading & question, quote analysis, bloody war ends question. - "The New Colossus" (Lazarus), - Urban Transformation writing prompt - USH telegram document - Flapper Letter to Parents - Truman Doctrine - Immigration Internet resources - *The Jungle* (Sinclair Lewis) - Modern-day Sweatshop article - "Booker T. and W.E.B" (Randall) - "Chief Joseph Speaks" - Other historical speeches - All WH projects - Project assignment & rubric, social movements, case study - Global issue project, MNC's - Short Story project		

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10 11-12	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	- All USH units - All Econ units - All WH units - AG, all units - USH Invention: Telegram - USH Flapper Culture - USH Great Depression & New Deal - USH Cold War - USH Atomic Weapons	-other historical speeches, speech analysis, editorial -Civil War internet resources, quote analysis -economic natural disaster project -WH unit 6 minorities project - Causes of WWI letter -Global poverty readings, maps, and assignments -Case studies, Letter to Rep, Internet resource websites - USH telegram document - Flapper Letter to Parents - Truman Doctrine		

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

9-10

11-12

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	- WH, unit 3: Ancient Civ research & project - WH, unit 4: Imperialism questions, tutorials, & project - WH, unit 5: WWI: all - WH, unit 6: WWII: all - WH, unit 7: Modern World History project - All USH units - USH Great Depression & New Deal - Econ, unit 1: Intro to Econ - Econ, unit 6: Global Issues - AG, all units	- Imperialism resource websites - Video DVD, Spanish American War - WWII unit 6 causes of WWII - Internet resources, ABC story book - Internet resources, research organizers, Oregon Trail/Santa Fe Trail scrapbook - Unit reading, Internet resources, Essay inquiry, quote analysis, history frame - Economic natural disaster project - Global issues project, reading and global poverty text -Case studies, civil rights reading & questions, social movement reading & notes, MLK video & quiz, individual rights project, Internet resource websites

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10			- Quote analysis, essay inquiry - Industrial revolution reading, writing prompt, Urban Transformation - Immigration poem - "Booker T. and W.E.B." poem (Randall) chart and project - Historical speeches, analyzing speech, editorial - "Chief Joseph Speaks" - Scramble for Africa reading, Spanish-American War reading - Zimmerman telegram, Russian Revolution Meeting reading and question - Causes of WWII reading, Dictator Chart, Holocaust reading, Long term effects reading - Case studies, concepts and vocabulary for Econ - Case studies, social & civil rights movements reading & notes, concepts and vocabulary for Govt		
11-12	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. 4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	- All USH units - USH Great Depression & New Deal - All WH units - All Econ units - All Gov units			

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

9-10	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	-USH, all units - WH, all units - Econ, all units - Gov, all units	- Readings, concepts and vocabulary, and graphic organizers		
11-12	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.				

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	- USH, unit 6: Progressive Era - USH, unit 3: Civil War - WH, unit 4: Imperialism - WH, unit 5: WWI - WH, unit 6: WWII - WH, unit 7, Modern World History - Econ, unit 6: Global Poverty - AG, unit 5: Civic Participation	- "Booker T. and W.E.B." (Randall), chart and project - Civil War Internet resources, quote & photo analysis - Atomic Bomb reading and letter - Research project - Global issues letter and project, MNCs writing prompt. - cartoon analysis, Gov
11-12	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	- WH, unit 1: World Geography - WH, unit 4: Imperialism - WH, unit 5: WWI - WH, unit 6: WWII - WH, unit 7: Modern WH - USH, unit 1: American Revolution - USH, unit 2: Manifest Destiny - USH, unit 3: Civil War - USH, unit 4: Industrial - USH, unit 5: Immigration - USH, unit 6: Progressive Era - USH Great Depression & New Deal - Econ, unit 6: Global Issues - AG, unit 2: Separation of Power - AG, unit 3: Individual Rights - AG, unit 5: Civic Participation	- Internet Resources, BrainPop activity, American Revolution quiz, project, charts and quizzes. - Countries compare/contrast chart and project - Research project - Voices of minority project - Modern WH project - Immigration project and research - Manifest destiny videos and project - Quote analysis, photo analysis, civil war videos & questions, essay inquiry - Revolution writing prompt, Industrial revolution project - Trading partners graphs, global issues project - Supreme Court analysis - Bill of Rights seniors, photo analysis - Letter to representative, political parties project, cartoon analysis	-	
11-12	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.				

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9-10	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	- USH, all DBQs - All research assignments in all social studies	- Quote & photo analysis, essay inquiry - Speech analysis - DBQs	-	
11-12	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	- USH, unit 2: Manifest Destiny - USH, unit 6: Progressive Era - USH, all DBQs - WH, unit 1: Country research & project - WH, unit 2: World Religions - WH, unit 3: Ancient Civ research & project - WH, unit 4: Imperialism - WH, unit 5: WWI - WH, unit 6: WWII	-Oregon Trail projects and graphic organizers - Writing assignment U. S. safety standards, "The Jungle" (Sinclair), "ESPN Exposes Nike." - Progressive color project - World religions chart and project	-	
11-12	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.				

		- WH, unit 7: Modern Inquiry - Econ, unit 6: Global Issues - AG, unit 5: Civic Participation	- Voices of minority project - Global Issues project - Political parties project		

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. 10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	- All social studies curriculum	- Primary documents - ConTech Modules	-	

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10			- What's Out There? - Current Event Activities for Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution - Web Exploration: Are You a Water Hog? - Becoming Human - Extinction - Big Questions about Evolution	- Current Event Submissions - Activity Worksheets	
11-12	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	- ANGEL Science Curriculum Introduction to Science Unit 3: Ecology Unit 8: Earth History & Evolution			

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

9-10	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	- ANGEL Science Curriculum - Introduction to Science	- Current Event Activities for Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Submissions	
11-12	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.				

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

9-10	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	- ANGEL Science Curriculum Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science	- What's Out There? Current Event Activities for Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science	- Current Event Submissions - Activity Worksheets	
11-12	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results				

based on explanations in the text.

Unit 8: Earth History & Evolution

Unit 8: Earth History & Evolution
- Becoming Human
- Extinction
- Big Questions about Evolution
- Lab Experiments

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics.*	- Angel Science Curriculum Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Plato Lessons and Activities - BrainPOP Videos and Activities - Lab Experiments - Vocabulary Gameshows - Brainpop Vocabulary Worksheets	- PLATO Mastery Quizzes - BrainPOP quizzes	
11-12	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics.*				

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

10	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	- ANGEL Science Curriculum: Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- PLATO Lessons - BrainPOP Videos and Activities	- PLATO Mastery Quizzes - BrainPOP Quizzes	
11-12	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.				

6. Assess how point of view or purpose shapes the content and style of a text.

9-10	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	- ANGEL Science Curriculum: Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- What's Out There? - Current Event Activities - Web Explorations on Becoming Human and Extinction	- Current Event Submissions - What's Out There Submissions - Web Exploration Worksheets	
11-12	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.				

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. *

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	- ANGEL Science Curriculum: Introduction to Science Unit Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- PLATO Lessons - BrainPOP Videos - Metric Exploration Lab - Sink or Float Lab - Roller Coaster Lab - Current Event Activities	- PLATO Worksheets - BrainPOP Worksheets - Balancing Chemical Equations Practice - Current Event Submissions	
11-12	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.				

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9-10	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	- ANGEL Science Curriculum Unit 8: Earth History & Evolution	- Big Questions About Evolution Videos	- Big Questions About Evolution Responses	
11-12	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.				

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9-10	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	- ANGEL Science Curriculum Unit 8:Earth History & Evolution	- Big Questions About Evolution Videos	- Big Questions About Evolution Responses	
11-12	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.				

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. 10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.	- ANGEL Science Curriculum - Introduction to Science Unit Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- PLATO Lessons - BrainPOP Quizzes	- PLATO Mastery Quizzes - BrainPOP Mastery Quizzes	

Writing Standards for Literacy in History/Social Studies 9-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitation of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	- USH, unit 7:Historical Speeches - USH, unit 4: Industrial Revolution - USH, unit 3: Civil War - USH, unit 8: Inquiry Question - Econ, unit 6: Global Issues - Econ, unit 4: Taxes - WH, unit 1: Country essay - WH, unit 2: World Religions Comparison-Contrast - WH, unit 4: Imperialism tutorials, questions, project - WH, unit 5: WWI questions - WH, unit 6: WWII questions & project - WH, unit 7: Modern Inquiry essay - AG, All units -	- Editorial - Labor Union prompt and invention and revolution writing prompt - Critical thinking written responses - Compromise/conflict – connection to text - Primary document analysis - Quotation analysis - Civil War history frame - Civil War photo analysis - Reconstruction inquiry question - Argument focused report on inquiry question - Global issues letter and project - Government spending prompt - American Traveler letter - Case study - Applying Govt. to life - Written clarification, reasons, evidence and concluding statements - Letter to Representative - Landmark Cases - Special Interest Group- clarifying relationships -Citizenship letter	- Editorial - Writing prompts - Research charts - Formal letters - Informal letters - Written responses - Brain Pop activities and quizzes - Essays - Paragraph - Written storytelling - Newspaper article	

Writing Standards for Literacy in History/Social Studies 9-12

Text Types and Purposes (continued)

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Write arguments focused on *discipline-specific content.* a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	- USH, unit 7:Power of Speech - USH, unit 4: Industrial Revolution - USH, unit 3: Civil War - USH, unit 8: Inquiry Question - WH, unit 1: Country essay - WH, unit 2: World Religions Comparison-Contrast - WH, unit 4: Imperialism tutorials, questions, project - WH, unit 5: WWI questions - WH, unit 6: WWII questions & project - WH, unit 7: Modern Inquiry essay - Econ, unit 5: Taxes - Econ, unit 6: Global Issues - AG, unit 1: History - AG, All units - AG, Unit 2: Separation of Powers - AG, Unit 5: Civic Participation	- Editorial - Labor Union prompt - Abraham Lincoln research chart - Argument focused report on Inquiry question - American Traveler letter - Government spending writing prompt - Global Issues letter and project - Case Study - Applying govt. to life - Written clarification, reasons, evidence and concluding statements - Letter to Representative - Landmark Cases - Special Interest Groups-clarifying relationships - Citizenship letter		

Writing Standards for Literacy in History/Social Studies 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	-USH, unit 2: Manifest Destiny - USH, unit 3: Civil War - USH, unit 8: Inquiry question - USH, all DBQs - Econ, unit1: Intro to Econ - Econ, unit 4: Taxes - Econ, unit 6: Global Issues - AG, All units - All WH units	-Westward Journal Civil War scrapbook -Inquiry question project -Natural disaster project -Government Spending Prompt -Global Issues project -Case study response-synthesis-reflection -Critical thinking--summarization -Quote analysis -Photo analysis -Affirmative Action connections -Social Movements--note-taking -Citizenship Letter -Political Parties -differences -Third Party paragraph	- Journal - Question responses - Quizzes - Brain Pop activities - Map labeling - Critical thinking responses - Research results - Quotation analysis - Photograph analysis - History frame - Paraphrase - Inquiry essay- developed - Essay - short - Recording - PowerPoint - Editorial - Feature - news article - Opinion essay	

Writing Standards for Literacy in History/Social Studies 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				
	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		- Westward Journal -Civil War scrapbook -Writing prompts - Editorial - Inquiry question project - Compare and contrast writing projects, and ancient civilization story project - Unit 7 writing project - Natural Disaster writing project - Global issues project and MNC's writing assignment - Case Study response, synthesis, reflection - Critical thinking – summarization - Quote analysis - Photography analysis - Affirmative Action Connections - Social Movements – note-taking - Citizenship Letter - Political Parties – differences - Third Party Paragraph		
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	- USH, unit 2: Manifest Destiny - USH, unit 3: Civil War - USH, unit 4: Industrial Revolution - USH, unit 7: Power of Speech - USH, unit 8: Inquiry question - USH, all DBQs - All WH units - Econ, unit 1: Intro to Econ - Econ, unit 6: Global Issues - AG, all units			
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.				
	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.				
	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).				

Writing Standards for Literacy in History/Social Studies 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. (See note; not applicable as a separate requirement)	- USH, unit 5: Immigration - USH, unit 2: Manifest Destiny - USH, unit 6: Progressive Era - WH, unit 3: Ancient Civ project - WH, unit 5: WWI - WH, unit 6: WWII - AG, unit 3: Individual Rights	- Immigration story - Journal Westward project - L. Hine's photo analysis - American Traveler Letter - Voices of Minorities project - Individual Rights project, segregation story	- Journal - Written photo analysis - Document based writing - Informal letter	
11-12	3. (See note; not applicable as a separate requirement)				

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	-all social studies writing	- Essay Inquiry - Editorial - Inquiry writing project - Natural disaster project - Business project - Global issues project - WH module threaded writing assignments and prompts - AG threaded writing assignments, short answer, and prompts	- Editorial - Business project - Global issues project - Inquiry formal essay - Research – written project - Written responses	
11-12	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	- all social studies writing	- Inquiry writing - Editorial - Modern Muckraker question and project - Natural disaster project - Global issues letter - WH module threaded writing assignments and prompts - AG threaded writing assignments, short answer, and prompts	- Editorial - Formal essay - Formal letter - Written responses - Inquiry writing	
11-12	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				

Writing Standards for Literacy in History/Social Studies 9-12

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	- All USH units - Econ, unit 1: Intro to Econ - Econ unit 4: Taxes - Econ, unit 6: Global Issues - WH, unit 1: Country essay - WH, unit 2: Religions essay - WH, unit 3: Ancient Civ project - WH, unit 4: Imperialism project - WH, unit 5: WWII project - WH, unit 7: Modern World History - AG, unit 2: Separation of Powers - AG, unit 4: State and Local Government - AG, unit 5: Civic Participation	- Economic disaster project - Writing prompt government spending - Global issues letter and project - Unit 7 project - Letter to representative - Political parties project - State Research Project - City Research and Summary	- Disaster project - Formal letter - Brain Pop quizzes – activities - Research project	
11-12	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- All USH units - Econ, unit 1: Intro to Econ - Econ, unit 3: Money management - Econ, unit 4: Taxes - Econ, unit 6: Global Issues - All WH units - AG, unit 2: Separation of Powers - AG, unit 3: Individual Rights - AG unit: 4: State & Local Gov. - AG, unit 5: Civic Participation	- All Unit projects - Global Issues project - Economic natural disaster project - Buying a used car project - Writing prompt government spending - Voices of minorities project - Unit 7 project - Letter to representative - Individual rights project - State research project - Political Parties project - Landmark Cases	- Research project - Letters - Charting - Individual rights writing - Used car project – apartment project - State research project	
11-12	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				

Writing Standards for Literacy in History/Social Studies 9-12

Production and Distribution of Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	8. Gather relevant information from multiple authoritative print and digital sources (primary and secondary), using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	- All USH units - WH, unit 1: World Geography - WH, unit 2: World Religions - WH, unit 3: Ancient Civilization - WH, unit 4: Imperialism project - WH, unit 6: WWII - WH, unit 7: Modern World History - Econ, unit 1: Intro to Econ - Econ, unit 5: Business - Econ, unit 6: Global Issues - AG, unit 2: Separation of Powers - AG, unit 3: Individual Rights - AG, unit 4: State and Local Government - AG, unit 5: Civic Participation	- All unit projects and writing assignments - Compare and contrast research and project - Ancient civilization project - Unit 7 project - Voices of minorities project - Natural Disaster project - Greening your business project, Social entrepreneur project - Global issues project, MNC's - Letter to representative - Individual rights project - Political parties project - State research project - Photo analysis - Political cartoon analysis	- Compare/contrast - Research written results - Natural disaster project - Greening business project - Individual rights project - State research project - Photo analysis – multiple - Political cartoon – written responses	
11-12	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	9. Draw evidence from informational texts to support analysis, reflection, and research.	- All USH units - All WH units - All AG units - All Econ units	- Unit projects and writing assignments - Landmark Cases - MLK: Document connection - AG–all unit reviews–reflection and analysis		
11-12	9. Draw evidence from informational texts to support analysis, reflection, and research.				

Writing Standards for Literacy in History/Social Studies 9-12

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- All USH units - All Econ writing projects unit 1, unit 4, unit 5, unit 6 - All WH units - AG, unit 2,3,5 - All social studies modules	- Unit projects and writing assignments Natural disaster, government spending, business and labor project MNC's, and global issues project -Compare and contrast countries and religions projects, ancient civilization story project -Modern world history project -AG, writing assignments-proj	- Projects - Charting - Written compare/contrast - Story project - MNCs opinion short essay	
11-12	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

Writing Standards for Literacy in Science/Technical 9-12

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	1. Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitation of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.				

Writing Standards for Literacy in Science/Technical 9-12

Text Types and Purposes (continued)

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	1. Write arguments focused on *discipline-specific content.*				
	a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.				
	b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
	c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.				
	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.				
	e. Provide a concluding statement or section that follows from or supports the argument presented.				

Writing Standards for Literacy in Science/Technical 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	

Writing Standards for Literacy in Science/Technical 9-12

Text Types and Purposes (continued)

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
11-12	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.				
	a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.				
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
	c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.				
	d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.				
	e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).				

Writing Standards for Literacy in Science/Technical 9-12

Text Types and Purposes (continued)

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	3. (See note; not applicable as a separate requirement)	-	-	-	
11-12	3. (See note; not applicable as a separate equirement)				

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
11-12	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
11-12	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.				

Writing Standards for Literacy in Science/Technical 9-12

Production and Distribution of Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
11-12	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.				

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions - Big Questions About Evolution	- Current Event Submissions	
11-12	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				

Writing Standards for Literacy in Science/Technical 9-12

Production and Distribution of Writing

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions - Lab Activities (i.e. dissections, simulations, Electric circuits, etc.)	- Current Event Submissions	

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10 11-12	9. Draw evidence from informational texts to support analysis, reflection, and research. 9. Draw evidence from informational texts to support analysis, reflection, and research.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	

Writing Standards for Literacy in Science/Technical 9-12

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grades	Standard	Activities	Resources	Assessment Strategies	Power Standards
9-10	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	- ANGEL Science Curriculum - Introduction to Science Unit 1: Cell Biology Unit 2: Genetics Unit 3: Ecology Unit 4: Physiology Unit 5: Chemistry Unit 6: Physics Unit 7: Earth & Space Science Unit 8: Earth History & Evolution	- Current Event Activities - Key Questions	- Current Event Submissions	
11-12	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				

Attachment E.1.

PLATO COURSEWARE

PLATO Courseware available to SIATech students

English Language Arts:

- Advanced Reading Strategies
- Communication
- Essential Reading Skills
- FASTRACK Advantage Language Arts Assessment/Curriculum
- FASTRACK Advantage Reading Skills and Strategies Assessment/Curriculum
- Fundamental Reading Strategies
- Intermediate Reading Strategies
- Reading for Information
- Vocabulary and Reading Comprehension - Information and Expository Text
- Vocabulary and Reading Comprehension - Stories and Literature
- Writing in the Workplace
- Writing Series

Mathematics

- Advanced Algebra
- Algebra 1, Part 1
- Algebra 1, Part 2
- Algebra 2, Part 1
- Algebra 2, Part 2
- Applied Math
- Beginning Algebra
- CAHSEE Instructional Aligned Math
- Calculus 1
- Calculus 2
- Foundational Mathematics
- Geometry and Measurement 1
- Geometry and Measurement 2
- Intermediate Algebra
- Math Fundamentals
- Math Problem Solving
- Pre-Algebra
- Trigonometry

Science

- Biology
- Chemistry
- Earth / Space Science
- Life Science
- Physics 1
- Physics 2
- Physical Science
- Science Fundamentals
- Technology Fundamentals

Social Science

- Social Studies
  - Geography
  - Economics
  - Behavioral Science
  - Political Science
  - History

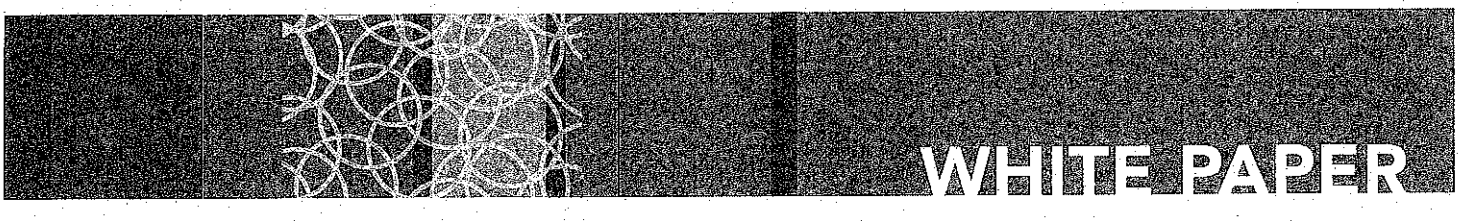
Work Skills

- Business Basics
- Quality Fundamentals
  - Learners are exposed to concepts related to the quality movement in today's global workplace. Learners discover the meaning of quality and how it's measured in the workplace.
- Data Skills
  - This curriculum teaches both reading and math skills essential to students' success in today's fast-paced workplace.
- Life and Job Skills
  - Understanding Yourself
  - Becoming a Winner
  - Communication Skills
  - How to Select and Get a Job
  - Prepare for Job Success
- Technology Fundamentals

Attachment E.2.

PLATO COURSEWARE WHITE PAPER

edmentum™



WHITE PAPER

The Research Base of Plato® Courseware

September 2010

PLATO® COURSEWARE

5600 West 83rd Street
Suite 300, 8200 Tower
Bloomington, MN 55437

Table of Contents

1.0 Introduction 3

Growth and evolution of Online Learning 3

Edmentum History: 50 Years of Leadership and Innovation 3

The Edmentum Promise 4

2.0 Best Practices in Curriculum 5

Rigor, Relevance and a Taxonomy for Learning 5

Standards-Based Courses 5

Plato Courseware Model 7

3.0 Best Practices in Online Learning 9

21st Century Learning 11

Data-Driven Online Instruction 13

STEM Initiatives in Education 15

Scientific Inquiry and Labs in Online Instruction 18

4.0 Best Practices for Today's Learner 19

Motivating Today's Learner 20

Individualizing Learning for Each Student 22

Multiple Intelligences and Learning Styles 22

Adapting Plato Courseware's Model for Different Settings 25

5.0 Conclusions 30

References 31

1.0 Introduction

Growth and evolution of Online Learning

In 2008 the authors of *Disrupting Class* predicted a bold growth curve for online learning, noting that by 2019 more than 50 percent of high school courses will be delivered online. Online learning is a high priority for schools across the United States, as well as for government agencies and education associations. The National Education Technology Plan released by the U.S. Department of Education in 2010 lists distance learning as one of seven major action steps designed to improve student achievement through technology. In its 2010 publication entitled *The Online Imperative: A Solution to Three Looming Crises in Education*, the Alliance for Excellent Education outlined the critical importance of online learning as a solution to support increases in educational attainment, cost-effective educational delivery models, and teacher effectiveness, especially in areas where there are teacher shortages. Growth in online learning enrollment is now estimated at about 30 percent per year.

Edmentum: Fifty Years of Leadership and Innovation

Edmentum, formerly PLATO Learning, originated at University of Illinois in the early 1960s. P.L.A.T.O. (Programmed Logic for Automated Teaching Operations) was an answer to a pressing need for greater access to high-quality education. Initially funded by a number of grants that supported science and engineering education, including a National Science Foundation grant, P.L.A.T.O. became the first computer-assisted learning system.

During the early years, P.L.A.T.O. system designers committed to addressing those attributes that today are still critical to Edmentum's Plato Courseware development:

- engaging graphics and animation;
- social learning technologies to support teacher/student interaction;
- rigorous curriculum and assessment components
- personalized learning strategies designed to increase motivation and achievement.

Early on, learners accessed PLATO P.L.A.T.O. stand-alone computer systems. Today, Edmentum provides access to high-quality education anytime and from anywhere through rigorous, Web-based course offerings. The timeline below highlights important milestones in Edmentum's development over the past five decades

1960—The P.L.A.T.O. system is developed at the University of Illinois at Urbana-Champaign.

1967—The National Science Foundation awards a grant to support P.L.A.T.O. system expansion to 150 terminals with text, graphics, animation, and data sharing at a cost of $12,000 each.

1969—The Internet is founded.

1971—P.L.A.T.O. courseware is introduced; an expanded set of curriculum offerings for K-adult learners is developed.

1971-2000—Increased access to technology to support instruction at all grade levels corresponds with expanded use of P.L.A.T.O. by thousands of learners worldwide on individual computer terminals and local area networks.

1994—The first postsecondary-level online learning programs are introduced.

2000-2003—Mergers with multiple companies leads to the introduction of P.L.A.T.O. to online learners via the P.L.A.T.O. Learning Network™ (PLN™). This system integrates the nation's largest standards-based alignment engine with management system technologies and expanded course offerings that are particularly focused on math, science, and literacy instruction. P.L.A.T.O. Web Learning Network™ (PWLN™), is later introduced which leverages a Web-based platform that allows schools to extend courseware delivery beyond LAN/WAN system management.

2006—The P.L.A.T.O. Learning Environment™ (PLE™) debuts. This online learning platform provides integrated data, assessment, reporting, curriculum, and course management features to support school and district online learning programs

2007-Present—Developers expand online platform features and rigorous online course offerings in mathematics, science, social studies and English/language arts, including AP* courses. In addition, P.L.A.T.O. continues to develop online learning technologies that include student/teacher communications, reporting and data features, and course management options that provide more personalized learning options and effective support of online course delivery.

2012—PLATO Learning, Archipelago Learning and EdOption join forces to form Edmentum.

The Edmentum Promise

Ongoing evaluations of Edmentum's Plato Courseware product has helped identify key elements that customers appreciate and expect in Edmentum's effective, proven online learning solutions. These criteria encompass all of our online learning product requirements for Plato Courseware:

- Plato Courseware provides full curriculum coverage, addressing at least 90 percent of standards for each of our defined metric state and national standard sets for core courses or special courses and 100 percent of standards defined by the College Board for AP* courses.
- Plato Courseware is primarily technology-facilitated, not document-based. The courses make full use of online learning technology to make learning easier and more valuable for both students and teachers.
- From credit recovery to AP*, these courses engage students and make learning relevant to their lives.
- Plato Courseware enables a single student to learn independently and in a self- paced way. There is no dependence on other students working simultaneously at the same customer site. This independent learning capability is true for credit recovery, first time, and AP* students.
- Plato Courseware facilitates or suggests creative ways for students who are learning at their own pace to interact with other students, especially in higher-order learning activities.
- For class-based learning, Plato Courseware provides teachers with resources (such as online discussions or blended classroom suggestions) to enhance the basic course interaction and learning.
- Whether implemented for independent or class-based learning, Edmentum plans for and provides simple guidelines for using courses in a blended mode (both face-to-face and virtual) or primarily virtual (with assessment being the primary exception.)
- Plato Courseware requires modest teacher engagement in learning activities. Learning is largely in the student's hands, with guidance from the teacher.
- Plato Courseware automates or simplify a significant portion of student assessment, scoring, recording, and reporting.
- Plato Courseware requires modest teacher training, with no re-education in content or pedagogy.

2.0 Best Practices in Curriculum

Rigor, Relevance, and a Taxonomy for Learning

Bloom's theories have been refined over the decades. In the 1990s, cognitive psychologist Lorin Anderson worked with educational psychologist David R. Krathwohl to publish an adaptation of Bloom's work that reflected a taxonomy more closely tied to 21st century learning. The Anderson-Krathwohl revision maintained Bloom's six levels but labeled each level with verbs rather than nouns, reconceptualized Synthesis as Creating, and moved Creating up to the highest level in the taxonomy. The six levels of learning in the Anderson-Krathwohl taxonomy are 1) Remembering, 2) Understanding, 3) Applying, 4) Analyzing, 5) Evaluating, and 6) Creating.

Building on the work of Bloom, Anderson, and Krathwohl, the International Center for Leadership in Education, under the leadership of Dr. Bill Daggett, created a Rigor/Relevance Framework model for learning and student achievement based on two dimensions. The first dimension is rigor, which refers to academic rigor, or level of knowledge and learning, as defined in the taxonomies of Bloom and Anderson-Krathwohl. The second dimension is relevance, meaning the ability to apply concepts or skills to solve real-world problems. Relevance, as defined in Dr. Daggett's Application Model of Rigor/Relevance, has a five-level continuum:

Level 1—Knowledge in one discipline
Level 2—Applying knowledge in one discipline
Level 3—Applying knowledge across multiple disciplines
Level 4—Applying knowledge to predictable real-world situations
Level 5—Applying knowledge to unpredictable real-world situations

Dr. Dagget's model demonstrates the application of knowledge or skills from the lowest level of knowledge within one discipline to the highest level, where knowledge is applied to real-world, unpredictable situations.

Standards-Based Courses

Plato Courseware is developed using rigorous state and national standards, including those from the National Council of Teachers of Mathematics (NCTM), the National Council of Teachers of English (NCTE), and the Thomas B. Fordham Foundation index of A-rated states. Teachers and program administrators also have access to state and national standards within the Plato Courseware system, which allows them to customize courses to address local standards and pacing guides. Teachers can add, remove, or resequence course content to meet these local course requirements.

College and Career Readiness and K-12 Common Core Standards

Today the United States ranks fifteenth out of twenty-nine developed countries in the rate of college completion and tenth in the proportion of 25- to 34-year-olds with at least an associate degree. Currently, between 30 and 40 percent of students enrolling in college require at least one remedial class. Such courses don't give credits, don't qualify for tuition aid, and contribute to US students' low college completion rate. About half of all students who start college never finish. A recent survey of employers found that about 40 percent of the high school graduates they hired didn't have the skills to advance in their jobs. Many states across the country are engaged in P-20 (preschool through graduate studies) efforts aimed at closing achievement gaps, improving college and career readiness for students, and raising the proportion of college graduates. More than thirty states now have college- and career-ready standards, according to an Achieve, Inc. report released in 2010.

College- and career-ready standards are intended to define the knowledge and skills that students should attain during their K-12 education careers so that they will graduate high school fully prepared for college or a career. Efforts such as state-level college and career readiness standards and K-12 Common Core State Standards (CCSS) are under way to address these goals. The CCSS stress not only procedural skills but also conceptual understanding. Their goal is to make sure students are learning and absorbing the critical information they need to succeed at higher levels rather than engaging in practices that allow many students to learn enough to get by. Designed to be robust and coherent, the CCSS set a rigorous definition of college and career readiness by helping students develop a depth of understanding and an ability to apply concepts to novel situations, as college students and employees regularly do. The standards are intended to

- Align with college and work expectations;
- be clear, understandable and consistent;
- include rigorous content and application of knowledge through high-order skills;
- build upon the strengths of current state standards;
- be informed by other top-performing countries so that all students are prepared to succeed in a global economy and society; and
- be evidence- and research-based.

There is no one CCSS curriculum; the standards "do not dictate curriculum or teaching methods." As with any set of standards, implementation of the CCSS ultimately will be the responsibility of teachers, administrators, and local school boards. The CCSS are meant to be the common core; they serve as the baseline from which states fill out their own frameworks. As of this writing, more than 33 states have officially adopted the CCSS. As states adopt and implement new and revised college- and career-ready standards, Edmentum engages in an extensive curriculum correlation process to map Plato Courseware against these standards and provide interactive, up-to-date correlation information to educators within the Plato Courseware system.

College and Career Ready Students

The federal government, states, and school districts are engaged in numerous reforms to improve student achievement in college and career readiness. These reforms include policy changes and program requirements with emphasis on the following priorities:

ESEA Priority	PLATO Alignment
Implement a School-wide Response to Intervention Model	▪ Plato Courseware supports personalized learning, allowing teachers to target learning options to specific students.
Provide additional supports and professional development to teachers to support instruction for special needs and ELL students	▪ The Plato Courseware system supports instruction for these highly specialized populations with a mastery-based learning model and data resources for teachers.
Use and integrate technology-based supports and interventions as part of the instructional program	▪ Plato Courseware is a proven, technology-based support for instruction and is also highly effective in supporting multiple intervention strategies (e.g., extended time, intervention academies, credit recovery, transition support, etc.).
Improve student transition from middle to high school	▪ PLATO's course delivery solutions support targeted instruction for students to ensure that their achievement stays on track with their cohorts. ▪ PLATO's reporting features support continuous monitoring of student progress and individualized instruction options for teachers. ▪ PLATO's flexible delivery system supports student access for learning acceleration in a variety of settings, including extended-time options such as before and after school and summer school. ▪ PLATO's course offerings include middle school content to support students who are struggling with the transition to high school.

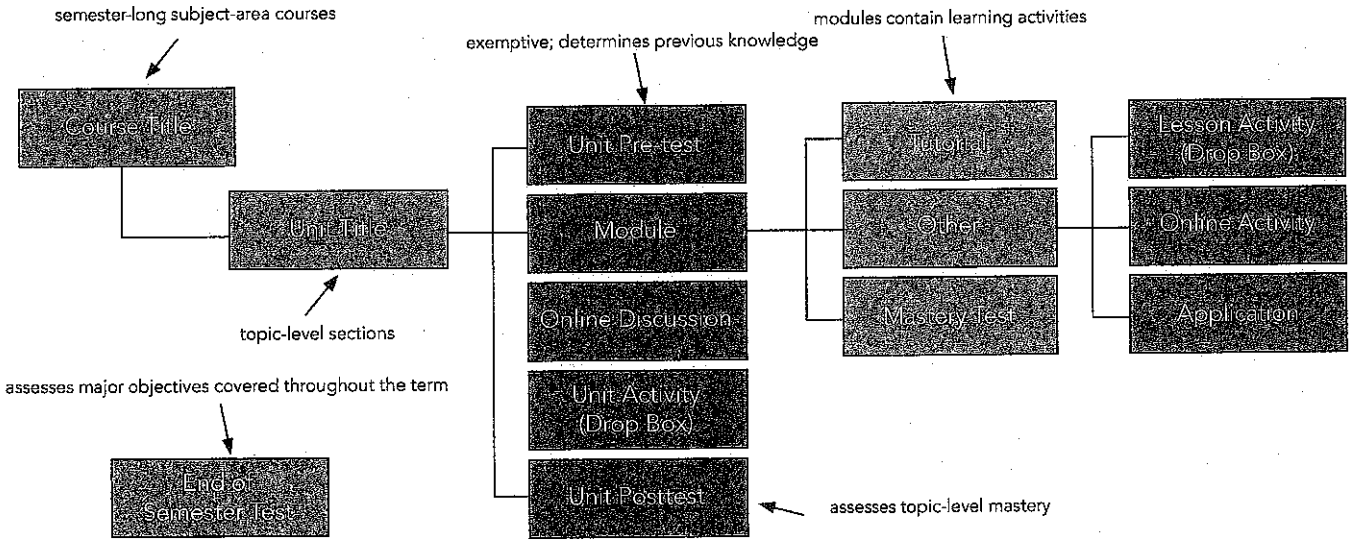
ESEA Priority	PLATO Alignment
Increase graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills	▪ Edmentum's Plato Courseware has a history of success in providing cross-functional, competency-based online courses that support multiple program delivery options. ▪ Plato Courseware provides an engaging, data-driven online instructional model that ensures access to consistent, standards-based curriculum.
Increase rigor by offering opportunities for students to enroll in advanced coursework	▪ Plato Courseware provides dozens of rigorous courses in core content areas, including AP* courses. ▪ Plato Courseware courses are frequently customized to meet specific district advanced or honors program requirements.

Plato Courseware Model

Throughout its history, Edmentum's Plato Courseware has used a mastery-based model to build the content at the heart of its courses and curriculum. Plato Courseware provides semester-long courses on a range of core and elective subjects. Developers start with a curriculum structure built around discreet learning objectives. Then each learning module, or lesson, is focused on one individual objective. Each module includes an introduction to the new material, a chance to practice or apply new knowledge, and an opportunity to demonstrate mastery of the objective before progressing to the next module. This structure is built into units of related material and includes pretests to assess prior knowledge, as well as posttests and end-of-semester tests to confirm mastery for broader levels of content beyond the lesson.

Plato Courseware Model

This diagram illustrates the basis of the curriculum model.



To understand the model, it's important to look closely at the structure and the details that support it.

Structure

- A scope and sequence is designed to comprehensively address national and state standards.
- A course, unit, and module (lesson) structure is designed to group learning objectives into meaningful subsequences based on curriculum topics or themes.

Unit Structure

- **Unit pretests** are exemptive tests that determine previous knowledge (see Assessments below).
- **Learning modules** provide specific instruction (see Modules below).
- **Online discussions** allow teacher-to-student and student-to-student discussion and debate about topics that require students to synthesize knowledge acquired during lesson mastery and apply critical thinking skills to answer questions, form opinions, express ideas, and respond to the ideas and opinions of others.
- **Unit activities** offer students the chance to demonstrate higher levels of skill by completing a rich task and submitting the resulting project, paper, essay, data, research, or presentation to their teacher via an online digital drop box.
- **Unit posttests** assess topic-level mastery at the end of each unit (see Assessments below).

Module Structure

Individual modules are designed to reflect the specific type of knowledge or skill addressed within the lesson (e.g., procedural knowledge or declarative knowledge). Module design elements include the following:

- **Tutorials** are designed to help learners acquire and build knowledge.
  - Tutorials include a variety of interactive practice activities, such as exploratory timelines and clickable diagrams. Judged activities include multiple-choice, matching, fill-in-the-blank, drag-and-drop, and multistep problem-solving questions. Other learning resources include embedded videos and links to valuable educational resources.
  - Some tutorials are specifically designed to help learners research, build, and deepen their knowledge. They are sometimes labeled Explorations.

- **Other activities** often are added to a module to meet specific learning needs.
  - **Lesson Activities** are similar to the unit activities described above, but they are focused on lesson-level objectives.
  - **Offline Activities** are similar to Lesson Activities but use a PDF file format and do not employ the drop box.
  - **Application activities** allow learners to apply knowledge to new situations and real-world problems.

- **Mastery tests** culminate each module (see Assessments below).

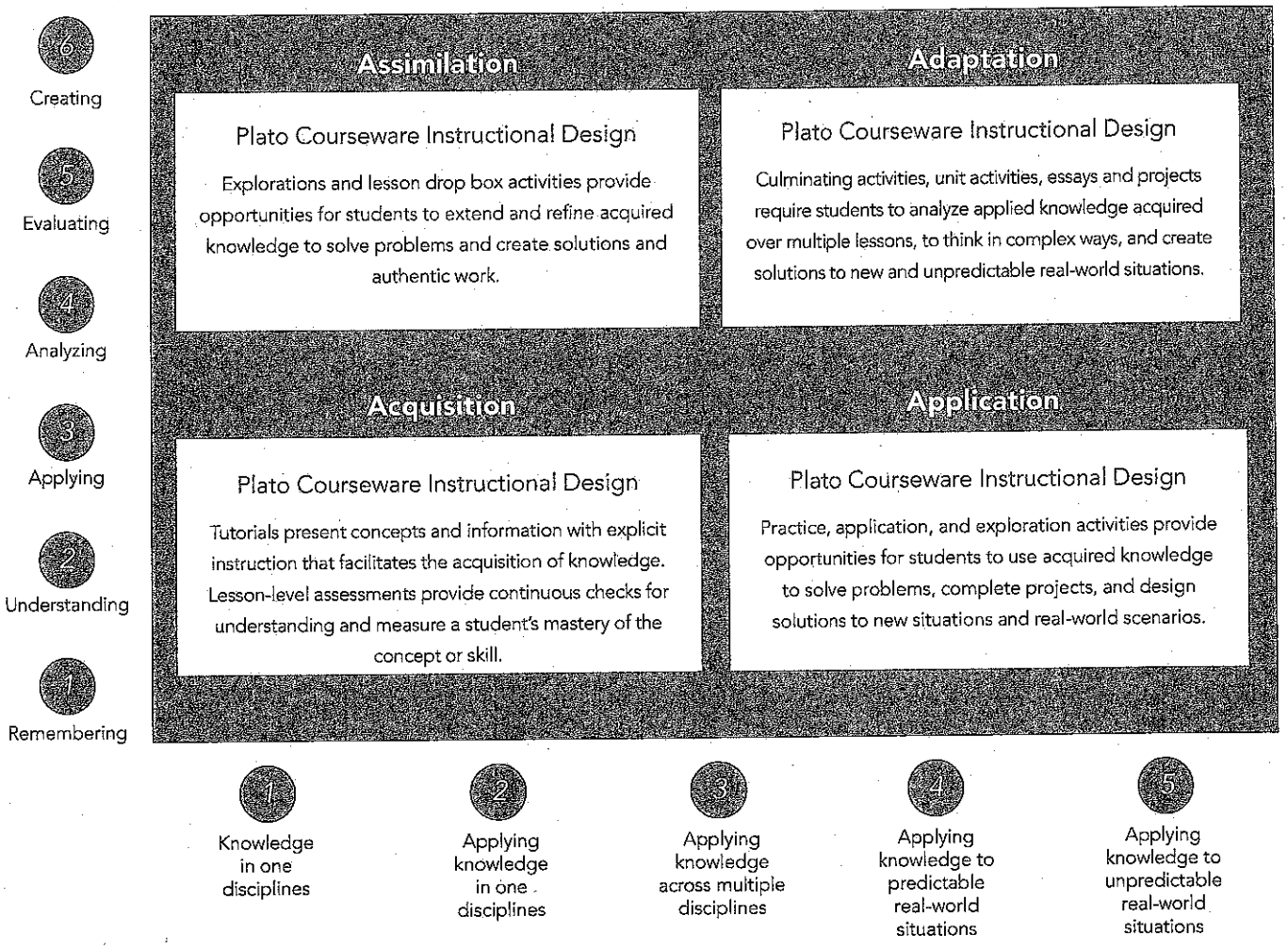
Assessments

Each online course within Plato Courseware's offering includes multiple assessments designed to continuously check understanding, measure mastery, ensure knowledge retention, and predict preparedness for course exams. The assessments include these tests:

- Mastery Tests measure whether students have mastered lesson objectives and are prepared to move on to the next learning objective in the instructional sequence.
- Unit Pretests measure students' knowledge of the unit learning objectives before beginning the lesson instruction and allow students to test out of lessons by demonstrating mastery. Unit pretests are most often used when accelerated learning (e.g., credit recovery) is important.

- Unit Posttests measure students' understanding of both the basic knowledge and higher level skills within each unit. They help ensure that students are building and retaining knowledge from lesson to lesson throughout the unit.
- End-of-Semester Tests measure students' mastery and retention of the instruction in every lesson and unit within the semester.

Courses from Plato Courseware are designed to explicitly incorporate the multiple levels of rigor and relevance discussed earlier within an integrated online learning environment. Each online course incorporates basic and higher levels of learning within the rigor and relevance dimensions in Dr. Daggett's application model. The following diagram illustrates how Plato Courseware's instructional design applies the rigor/relevance framework and application model to create rigorous 21st century online courses:



3.0 Best Practices in Online Learning

Numerous organizations publish standards for online learning. The International Association for K-12 Online Learning (INACOL) has a set of standards for high-quality K-12 online teaching and learning. The International Society of Technology in Education (ISTE) produced a set of guidelines in its report *What Works in K-12 Online Learning*. Organizations such as the Institute for Higher Education Policy, the North Central Regional Education Laboratory (NCREL), and others have presented their own sets of guidelines or standards for online learning.

Many of these guidelines and sets of standards are valuable resources for planning and executing online learning programs. Some are more focused on higher education than on K-12 schools. The set most instructive to understanding the Edmentum's approach to online learning is the INACOL National Standards for Online Teaching. This set of guidelines keeps a solid focus on the teacher and important instructional principles, rather than on the technology, infrastructure, or administrative challenges that online programs face. As Edmentum partners with teachers to provide high-quality educational outcomes, this focus on the teacher and instruction suits our approach well.

The table below lists the INACOL National Standards for Online Learning and provides an illustration of how Plato Courseware's approach matches up with each standard.

	Standard	Plato Courseware Instructional Approach
A	The teacher meets the professional teaching standards established by a state-licensing agency or the teacher has academic credentials in the field in which he or she is teaching.	Use of Plato Courseware content can not substitute for a district or school ensuring their employment of highly qualified teachers.
B	The teacher has the prerequisite technology skills to teach online.	Plato Courseware provides on-site and virtual sessions for professional development of technology skills that goes well beyond click training on our products, digging into implementation strategies and follow-up coaching to support student success.
C	The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.	Plato Courseware curriculum includes interactive multimedia and simulations for active learning, hands-on project tasks and lab experiences for participation, online discussion forums, and specific discussion topics tied to the curriculum for collaboration experiences/
D	The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.	Plato Courseware Courses includes immediate system-generated feedback throughout each lesson for students to understand their progress in the midst of the instruction. PLATO Courses have consistent expectations for mastery of each lesson, and provide clear descriptions of the objective of all work. Teachers also have tools within the system to provide feedback to students, including a digital drop box that allows annotated responses to student-submitted work.
E	The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.	Plato Courseware Courses includes targeted online resources that teachers can trust to focus student technology use. Plato Courseware includes a course on Computer Applications which involves some targeted instruction in the area of online behavior.
F	The teacher has experienced online learning from the perspective of a student.	Through our virtual training sessions, Plato Courseware provides online learning experiences for teachers. The Plato Learning Environment allows teachers to engage in courses as learners as well as an instructor.
G	The teacher understands and is responsive to students with special needs in the online classroom.	Plato Courseware content has instructional redundancies (audio support, selectable text, visual support, off-line tests) which provide tools for teachers to leverage in response to students with special needs.
H	The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.	Plato Courseware's contain multiple online assessments of each major objective taught, including lesson-level mastery tests, unit-level pre-tests and post-tests, and end of semester tests. In addition, PLATO carries out and publishes studies of program efficacy to validate our online learning solutions.

	Standard	PLATO Instructional Approach
I	The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.	Plato Courseware has content is built against national and high quality state standards. Our management system provides a correlation for each lesson and assessment to sets of specific state standards. Progress in mastering individual lessons in the PLATO online courses can be seen as evidence of mastery of these standards-based learning goals.
J	The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.	Plato Courseware's management system provides extensive reporting tools to help teachers track student progress in our curriculum and guide student learning. We also provide professional development which focuses on use of our reports for data-driven decision making. In addition, PLATO provides assessments to judge student mastery of objectives and modify instructional content to the specific student needs.
K	The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.	Plato Courseware has unit-level pre-assessments that support teachers and students in this activity. Many lessons leverage learner self-assessment to build skills for lifelong learning.
L	The teacher collaborates with colleagues.	The management system allows for teachers to collaborate with colleagues by sharing teaching responsibilities for a class and sharing customized learning materials with their peers across their school or district.
M	The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online Environment.	Plato Courseware is built with rigorous instructional design standards targeted specifically at online environments. Plato Courseware is media-rich and have curriculum structures based on quality learning standards. In addition, the management system allows teacher to customize course structures and add their own media and content to support students' transfer of knowledge.

21st Century Learning

Today's students live and learn in a world that is increasingly more digital, more interactive, and more complex. As technology progresses in new directions, it is becoming more interactive, portable, flexible, and powerful than ever before, and the world's people, economy, and environment are increasingly interconnected.

In their research paper on 21st century learning environments, the Partnership for 21st Century Skills states that "...a learning environment can be virtual, online, remote; in other words, it doesn't have to be a place at all. Perhaps a better way to think of 21st century learning environments is as the support systems that organize the condition in which humans learn best – systems that accommodate the unique learning needs of every learner and support the positive human relationships needed for effective learning."

The Partnership for 21st Century Skills has also defined the skills and competencies that students need to prepare them for success in today's global economy. Following is an alignment of Plato Courseware solutions to the Partnership for 21st Century Skills Framework:

Core Subjects and 21st Century Themes

P21 Framework	Plato Courseware
Mastery of core subjects and 21st century themes is essential to student success. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects: ▪ Global Awareness ▪ Financial, Economic, Business and Entrepreneurial Literacy ▪ Civic Literacy ▪ Health Literacy ▪ Environmental Literacy	▪ Plato Courseware comprehensive catalog of online courses meets the needs of diverse groups including: students on track to graduate, students at risk of not graduating, and advanced college bound students. ▪ Plato Courseware address is the concepts and skills related to global awareness and understanding other nations and cultures in courses such as World History, Civics, Geography, Art History and Appreciation, and others ▪ Concepts and skills related to financial, economic, business, career options, and entrepreneurial literacy are directly addressed in courses such as Consumer Math and Economics ▪ Concepts and skills related to civic literacy, understanding governmental processes, exercising right, and making civic decisions are directly addressed in courses such as Civics and U.S. Government ▪ Concepts and skills related to health literacy in courses such as Health, Biology and Life Science ▪ Plato Courseware are designed with interdisciplinary themes using real-world scenarios of global economy, careers, culture, and environment.

Learning and Innovation Skills

P21 Framework	Plato Courseware
Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include: ▪ Creativity and Innovation ▪ Critical Thinking and Problem Solving ▪ Communication and Collaboration	▪ Throughout Plato Courseware, projects and unit culminating activities encourage students to think creatively and develop innovative solutions while providing the opportunity to research, brainstorm, refine, evaluate, and present their ideas and opinions. ▪ Online discussions and collaborative projects encourage students to discuss and debate new ideas, understand the view point of others and work creatively with others to solve real-world problems and present solutions.

Information, Media and Technology Skills

P21 Framework	Plato Courseware
Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as: • Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy	▪ The instructional design of both Plato Courseware online tutorials and explorations provide access to information from a wide variety of sources, (e.g.: educational web links within lessons). Students collect, analyze, understand and use information to master lesson content. ▪ Concepts and skills related to applying technology to access information, solve problems, and create information are directly addressed in courses like Computer Applications and Technology. ▪ Students leverage online tools to collaborate and communicate with peers and instructors. ▪ Students leverage technology tools such as Word, PowerPoint, and Excel to research, analyze and evaluate information and create new information, authentic work, and presentations.

Life and Career Skills

P21 Framework	Plato Courseware
Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as: ▪ Flexibility and Adaptability ▪ Initiative and Self-Direction ▪ Social and Cross-Cultural Skills ▪ Productivity and Accountability ▪ Leadership and Responsibility	▪ Online discussions provide opportunities for students to participate actively with peers, collaborate effectively in a team environment, demonstrate appropriate behaviors, respond open-mindedly to the ideas and opinions of others while being monitored by an instructor. ▪ Lessons that include self-checked activities require students to work independently in a self-directed manner without direct oversight. ▪ Culminating activities and real-world projects within Plato Courseware provides opportunities for students to work independently, and demonstrate initiative to advance beyond basic skill levels. ▪ Courses like English, Health and Civics deal with concepts of integrity and ethical behavior and using power appropriately to influence and persuade others.

21st Century Support Systems

P21 Framework	Plato Courseware
Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills: • 21st Century Standards • Assessments of 21st Century Skills • 21st Century Curriculum and Instruction • 21st Century Professional Development • 21st Century Learning Environments	▪ Plato Courseware is designed to explicitly address 21st century skills and prepare students for success in work and life in the 21st century. ▪ Plato Courseware includes a wide variety of assessments designed to measure a student's mastery of knowledge, understanding of deeper concepts, and retention of information. ▪ Plato Courseware applies a competency approach where each standards is measured with a mastery test before a student moves forward in the curriculum sequence. ▪ Plato Courseware professional development models help teachers with the complex challenges of teaching within a 21st century environment. The Plato Courseware professional development model includes: o Implementation Planning o Program Orientation and Training o Coaching and Mentoring o Implementation Review ▪ The Plato Learning Environment provides a robust technology platform that enables educators with diverse levels of experience and technical expertise to apply 21st century best practices leveraging a suite of easy-to-use online tools and curriculum.

Data-Driven Online Instruction

The collection, analysis, and use of education data are central to the improvement of student outcomes envisioned by educators and administrators. This data is also needed to ensure that students, schools, and school districts are meeting local, state, and federal policy mandates. In an education context, data-based decision making consists of educators and administrators systematically collecting and analyzing various types of data to guide a range of decisions to help improve the success of students and schools. A number of activities and decisions undertaken by schools and districts involve data-based decision making, such as screening students for placement, using progress monitoring to determine curricular changes, and interpreting annual performance data to identify areas of weakness for future educational focus.

In today's classroom, educators must implement programs and make decisions that impact students' learning and academic future. They have limited time available to explore individual student strengths and areas of need. To address this challenge, educators and administrators require immediate access to student performance data and results in a format that supports informed classroom teaching and decision making throughout the school year.

To ensure the success of all learners, it's important to monitor their performance and progress continuously. Doing so will help educators make sound instructional adjustments as needed. The effectiveness of educational technology on student learning depends not only on what outcomes are targeted and how the technology is integrated into instruction, but also on how teachers evaluate student performance in classrooms and adjust instruction accordingly. Technology offers teachers a broad range of tools to collect and analyze data and richer sets of student data to guide instructional decisions.

Plato Courseware's system provides users with the ability to easily record and track student information, including data needed for current federal mandates. Reports provide instructional direction in clear, easy-to-understand formats that can be viewed at the student, class, school, or district levels and can be filtered by various categories. Students and parents may access the system at any time to review academic progress. Teachers can export reports into several file types and email data to parents.

Plato Courseware's system provides multiple categories of reports:

- **Curriculum Reports:** Through class and individual progress reports, educators can track and report on student progress.
- **Assessment Reports:** The Adequate Yearly Progress (AYP) reports (class level only) allow educators to report on a single variable or two variables to assess progress toward AYP goals.
- **System Reports:** Usage reports allow account administrators to monitor how licenses are being used, which courseware is being used, and what parts of the PLATO system are being used.

Below is a summary of reporting features of Plato Courseware.

Report Name	Purpose
Curriculum Reports	
Learner Progress by Class and Assignment	This report monitors multiple learners' progress, status, and scores on activities within multiple assignments.
Learner Progress by Learner	This report monitors a student's progress, status, and scores on activities within multiple assignments across all classes.
Learner Daily Usage by Class and Assignment	This report Plato Courseware's system and progress through their assignments each day. The report includes data on how much time each student spent on the system and how long each student worked on content in selected assignments for a specified date range.
Learner Daily Usage by Learner	This report monitors how much time a student spends working on class assignments in the system.
Class Usage Summary	This report provides information about how learners in a class are spending their time in the system.
Assignment Module Mastery	This report compares a learner's progress against the progress of class peers for a single assignment.
Curriculum Strengths and Needs by Class	This report offers a view of student performance on courseware assessments for a given class.

Curriculum Strengths and Needs by Location	This report gives administrators a view of student performance on courseware assessments for a given location.
Curriculum Test Progress	This report provides educators with a snapshot of how learners in a class are performing on the assessments for a course assignment.
Grade	This report calculates final or midterm grades for students in an assigned course with standard pacing.
Data Extract	This report allows administrators and teachers to see all summary usage and progress data for a group of students or for all students in a class, school, or district. The data available is based on the locations where administrators and teachers are assigned.
Class Roster	This report allows you to print out or export a list of learners in a class. It is available only on the Manage Classes page and not in the Reports mini-app.
Assessment Reports	
Assessment Strength and Needs by Class	This report offers a view of student performance on a state standards test for a given class.
Assessment Strength and Needs by Location	This report gives administrators a view of student performance on a state standards test for a given location.
Assessment Progress by Assignment	This report tracks average scores for a class on specific assignments of like fixed benchmark tests covering the same content.
Assessment Progress by Test Series	This report tracks average scores for all students in a location for tests taken during a specified date range. The report specifically tracks this information for all three tests in a Test Packs test series.
Demographic Summary	This report identifies demographic patterns in assessment results.
Class List of Assessment Scores	This report provides a quick snapshot of how students in a class performed on a fixed benchmark test assessment assignment.
System Reports	
License Usage	The purpose of this report is to provide peak usage information for concurrent licenses for only a specific period of time.
Resource Usage	The purpose of this report is to show a listing of overall system usage and a listing for each client in the system.
Site Traffic	The purpose of this report is to show how, when, and how many users from an account are accessing PLE.

STEM Initiatives in Education

The State Education Technology Directors Association (SETDA) report, *Science, Technology, Math and Engineering*, from September 2008 stated: "It is our responsibility to ensure that our children are prepared to lead our country in the 21st Century and compete in the global marketplace. In order to do that, we need to provide our children with an education that includes a solid foundation in science, technology, engineering, and mathematics (STEM)". *The Report of the Academic Competitiveness*

Council defined the national STEM goal for student learning as: Prepare all students with the science, technology, engineering, and math skills needed to succeed in the 21st-century technological economy, whether in postsecondary education or the workforce; and graduate students with the capability and motivation to become STEM professionals, educators, and leaders.

Some specific STEM initiatives have been established:

- Securing America's global leadership in the fields of Science, Technology, Engineering, and Mathematics
- Strengthen the rigor and relevance of STEM curriculum to ensure that every student is STEM literate upon graduation from high school
- Strengthening the educational pipeline that leads to STEM careers
- Increasing the number of college graduates opting into STEM careers
- Provide high quality teachers in STEM domains to ensuring high quality STEM education for all students.
- Develop an interdisciplinary approach to learning that integrates the four STEM disciplines.
- Provide real-world context for learning that makes STEM education relevant to students and the 21st century global economy
- Provide access to resources outside of the classroom, including web accessible instructional material and STEM professionals working in the STEM fields

Edmentum Supporting STEM Education

Rigorous and relevant curriculum that supports STEM literacy

Plato Courseware provides rigorous, explicit instruction on concepts. The courses build higher order thinking and require students to apply learning to create solutions to problems in relevant, real-world situations. These specific courses support STEM literacy:

Mathematics
- Pre-Algebra
- Algebra 1
- Algebra 2
- Geometry
- Consumer Mathematics
- Advanced Calculus AB, *AP* Edition*

Science
- Biology
- Chemistry
- Physical Science
- Life Science
- AP Chemistry, *AP* Edition*
- AP Biology, *AP* Edition*

Technology
- Computer Applications and Technology

Here are some specific ways that Plato Courseware supports STEM initiatives:

- **Interdisciplinary approach to learning across each STEM domain** Plato Courseware is designed with an interdisciplinary approach to instructional lessons that integrates concepts and applies real-world examples and problem solving across each STEM domain.

Sample lesson: *Calculus in Physics, Engineering, and Biology (Advanced Calculus)*
In this lesson, students explore applications to physics, biology, and engineering; create and evaluate integrals that represent volumes as well as surface areas that may include pressure and center of mass; and create and evaluate integrals that represent blood flow and cardiac output.

- **Real-world learning in STEM disciplines**
  Plato Courseware incorporates real-world scenarios and require students to solve real-world problems across STEM domains.

  Sample lesson: *Differentiation in the Real World (Advanced Calculus)*
  In this lesson, students apply differentiation techniques in rate-of-change problems, explain the difference between the average rate of change and the instantaneous rate of change, and set up and calculate problems to find the rate-of-change differentiation. Students explore the use of differential calculus in real-world disciplines such as economics, physics, electrical and mechanical engineering, biology, and chemistry. For example, mechanical engineers measure the power exerted on an object by analyzing the rate of change using differential calculus.

- **Incorporating STEM careers into learning**
  Plato Courseware is designed to apply learning to specific STEM careers, engage students in exploring STEM careers, and make STEM careers relevant to students within the context of our 21st century global economy.

  Sample lesson: *Integration by Parts (Advanced Calculus)*
  In this lesson, students evaluate integrals by using integration by parts; they identify integrals that cannot be completed using previously learned methods; and they and find the indefinite and the definite integrals using integration by parts. This lesson directly integrates STEM careers into the mathematical concepts by explaining how engineers use complex integrals to help design large structures, such as the Burj Khalif tower in Dubai.

- **Incorporating STEM resources from outside the classroom**
  Plato Courseware integrates both Web-based instructional resources and links to authentic information, data, media, and content from STEM professionals into lesson explorations and tutorials.

  Sample lesson: *Cells: Prokaryotic and Eukaryotic (Biology)*
  In this lesson, students compare prokaryotic and eukaryotic cells in terms of size and complexity. The lesson activity provides external Web links that give students the opportunity to explore content and collect information and data from real-world sources. The Web-based resources in this lesson include animations that highlight the structural parts of cells, data and information developed by practicing university professors, and interactive media that gives students the chance to practice their knowledge and skills.

- **Connecting learners to STEM professionals**
  Plato Courseware models exposure to STEM professionals through a variety of contexts and situations.

  Sample lesson: *Gene Frequencies (Biology)*
  The context for this lesson is a dialogue between a high school student and her mentor, a working geneticist. Their interaction links the lesson instruction to the working world and introduces career paths available to students interested in this subject matter.

- **Embedding technology throughout the learning process**
  In addition to offering a specific course in Computer Applications and Technology, all Plato Courseware leverages a wide variety of technology tools during the learning process to provide a rich, relevant, engaging 21st century learning experience.

- Software tools: Plato Courseware integrates word-processing, spreadsheet, and presentation software tools into the learning process to provide students with the experience of using these technology tools to conduct research, collect data, write papers, and make presentations. It is critical that high school students learn to effectively use tools that will be required in their post-secondary education and careers
- Digital drop box: This feature enables students to submit papers, research, or presentations to their teacher for review, feedback, and grading. The digital drop box helps facilitate communication between students and teachers in a 21st century technology setting.
- Discussions: The online discussion tool allows teacher-to-student discussion and monitored student-to-student discussion on topics that require students to synthesize knowledge and apply critical thinking skills to answer questions, form opinions, express ideas, and respond to the ideas and opinions of others.

Scientific Inquiry and Science Labs in Online Instruction

Scientific Inquiry

Scientific inquiry refers to the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Inquiry also refers to how students develop knowledge of scientific ideas as well as an understanding of how scientists study the natural world (National Science Education Standards 1996). In a position paper on scientific inquiry the National Science Teachers Association (NSTA) described the inquiry-based learning process as "... a powerful way of understanding science content. Students learn how to ask questions and use evidence to answer them. In the process of learning the strategies of scientific inquiry, students learn to conduct an investigation and collect evidence from a variety of sources, develop an explanation from the data, and communicate and defend their conclusions." Science inquiry melds a powerful and natural learning process with the scientific process.

Some key components of scientific inquiry and learning include:

- Incorporating content knowledge
- Use a pedagogical approach that encourages students to explore and question. n Use instructional strategies that leverage relevant student experiences to answer questions.
- Provide students with the resources, tools, and environment for scientific inquiry and research.
- Learn to ask questions that can be answered through scientific investigation.
- Learn to collect research and data in conducting scientific investigations.
- Learn to analyze data and research, think critically, and draw conclusions based on evidence.
- Practice writing and presenting conclusions.

Although there is no single recipe for the scientific method, it is very close to the constructivist learning process. The scientific method, however, is more intentional and quantitative. It includes both "experience and experiment" and "social transmission," meaning that scientists publish their findings and review, analyze, test, and critique the work of others. Inquiry learning marries the learning process to the science process. Like the scientific method, inquiry learning has no single recipe, but the BSCS 5E Instructional Model is flexible and widely used:

BSCS SE Instructional Model

1	Engagement	Observe, question, hypothesize.
2	Exploration	Design and investigate.
3	Explanation	Analyze and share (peer review).
4	Elaboration	Go deeper. Connect to the real world. Connect to other concepts.
5	Evaluation	Do I really understand this? Can I use it?

Scientific Labs

Another critical component of inquiry-based scientific learning is the laboratory investigation, or science lab. Science labs allow students to understand the natural world by conducting investigations, collecting and recording data, analyzing research, and documenting and presenting findings.

In 2005 the National Research Council (NRC) Board on Science Education defined four key principles for design of effective laboratory experiences in America's Lab Report:

- Clearly communicate the purposes
- Sequence lab experiences into the flow of instruction
- Integrate learning of science concepts and processes
- Engage in ongoing discussion and reflection

Plato Courseware includes inquiry-based activities that support the practices of prediction, hypothesis, and data interpretation, as well as lab investigations that are integrated into the overall instructional sequence of a course. Lab investigations take a variety of forms: wet labs to be experienced in a formal laboratory setting (the school science lab), kitchen sink labs that can be conducted at home with common household elements, and Web-based labs that leverage the Internet and online simulations. Plato Courseware also provides numerous opportunities for students to analyze experimental data and practice the process of drawing conclusions from laboratory procedures and outcomes.

4.0 Best Practices for Today's Learner

Who are the generation X-Y-Z learners? As educators, it is critical that we understand who our learners are, what's important and relevant to them, and what engages and motivates them. Data suggests that today's students are savvy digital users:

- Internet Use—The Internet is fully entrenched in the lives of young people; 94 percent of teens now use the Internet or email.
- Access in Internet—Among teenage Internet users, 89 percent access the Internet from home, 77 percent do so from school, 71 percent do so from a friend or relative's house, and 60 percent do so from a library.
- Daily Internet Use—Nearly two thirds (63 percent) of teenage Internet users now go online daily, and more than one third (35 percent) of teens who are online use the Internet multiple times each day.
- Access to Technology—Six in ten teens (59 percent) now have a desktop or laptop computer, but computers are not the only technology that teens use to communicate. Cell phone use has grown rapidly among teens in recent years: 71percent of teens currently have a cell phone, up from 45 percent in 2004 and 63 percent in 2006. Overall, more than four in ten teens (45 percent) personally have both a computer and a cell phone. Among older teens, ownership of cell phones (81 percent) and computers (65 percent) is particularly high.
- Electronic Communication—Eighty-five percent of teens ages 12 to17 engage at least occasionally in some form of electronic personal communication, which includes text messaging, sending e-mail or instant messages, or posting comments on social networking sites (*Writing, Technology, and Teens 2008*).
- Text Messaging—Daily text messaging by teens to friends has increased rapidly since early 2008. Some 38 percent of teens texted daily in February 2008, and by September 2009, that figure rose to 54 percent of teens who use texting daily. Of the 75 percent of teens who own cell phones, 87 percent use text messaging at least occasionally. Among those teens who text,
  - half send 50 or more text messages each day, or 1,500 texts a month, and one in three send more than 100 texts a day, or more than 3,000 texts a month; and
  - 15 percent send more than 200 texts each day, or more than 6,000 texts a month (*Teens and Mobile Phones 2010*).

- Social Networking—More than half (58 percent) of all teens maintain a profile on a social networking site such as Facebook or MySpace, 27 percent an online journal or blog, and 11 percent maintain a personal Web site.
  - Fully 60 percent of Internet-using teens (58 percent of all teens) have profiles on social networking sites such as Facebook and MySpace. For those who use them, social networking sites are a hub of teen communication. Fully 95 percent of social networking teens use social networking sites to communicate with their friends in one way or another, with commenting on photos and posting messages to friends being the most popular methods (*Writing, Technology, and Teens 2008*).

- Computer and Video Gaming—Fully 97 percent of students ages 12-17 play computer, Web, portable, or console games. Research reveals the following statistics:
  - 50 percent of teens played games "yesterday."
  - 86 percent of teens play on a console like the Xbox, PlayStation, or Wii.
  - 73 percent play games on a desktop or a laptop computer.
  - 60 percent use a portable gaming device like a Sony PlayStation Portable, a Nintendo DS, or a Game Boy.
  - 48 percent use a cell phone or handheld organizer to play games (*Teens, Video Games, and Civics 2008*).

Motivating Today's Learner

High-quality online instruction encourages discovery, integration, application, and practice.

While learning at a distance is not a new phenomenon, the emergence and popularity of the virtual classroom has transformed education in recent years, providing unique learning opportunities to students through a vast array of digital resources and content. This evolution has caused educators to rethink traditional approaches to teaching and learning. The flexibility, convenience, and level of personalized learning offered by online instruction have been widely detailed as significant benefits for students; however, these benefits may not be sufficient to sustain students if they are not prepared to engage in an online educational setting. Many instructors consider the motivation level of students the most important factor in successful instruction. Motivation is not only a causal factor of learning; it also mediates learning and is a consequence of learning as well (Wlodkowski 1985). Simply stated, students who are motivated to learn will have greater success than those who are not. Furthermore, students who experience learning success will be more motivated to do so in the future.

Motivation is important, even vital to learning. Goal orientation directs behavior (Pintrich 2000), and a positive self-efficacy promotes effort and persistence (Bandura 1997; Pintrich and DeGroot 1990). While many theories of motivation exist, previous research has consistently found that motivated students exhibit higher levels of achievement. Within the various theories of motivation are the concepts of intrinsic and extrinsic motivation. Intrinsic motivation refers to a learner's internal desire to perform a task for no reward other than personal satisfaction or enjoyment. When a student is motivated by rewards and incentives external to the learner's interest and satisfaction, these factors are called extrinsic motivators. Research indicates that intrinsic motivation is much more successful at reinforcing desired behavior than extrinsic motivation (Malone and Lepper 1987; Csikszentmihalyi 1990). In fact, care must be taken with extrinsic rewards. Over time, students who are intrinsically motivated, but rewarded extrinsically, can devalue their intrinsic interest in learning (Husen and Postlethwaite 1994).

Fostering adequate motivation for the online learner is one of the critical factors for creating a successful online learning environment. Yet responding to the motivational requirements of students in online learning environments has been reported to be a significant challenge due to the lack of student engagement and interest, teacher interactions (learner isolation), and opportunities for success in such learning environments (Keller 1999; Bonk and Dennen 2003). Teachers who want to motivate students to stay on task, increase their knowledge and skills, and improve their ability to process information in an online setting must guide the initiation, direction, intensity and persistence of learning behavior. Challenge, interest, feedback, and success are four components of an online learning environment that impact student motivation.

Challenge: Students are motivated when they are working toward personally meaningful goals whose attainment requires activity at a continuously optimal level of difficulty. This condition is vital to the learning process. To increase the level of engagement, students must be provided with tasks that continue to be interesting, meaningful, and relevant at a level of difficulty that is challenging but within reach.

Edmentum Application:
Edmentum provides online learning environments designed to overcome these noted challenges to increase student motivation and enhance the learning experience by providing instructional tools that leverage the most current advances in instructional and media design combined with rigorous research-based content. Edmentum provides an engaging, age-appropriate learning experience that focuses on real world applications of content. Instruction is presented using a variety of techniques, including:

- use of pre assessments that measure a student's level of mastery with concepts and focus a student on what they need to learn next – therefore providing an optimal level of challenge
- use of on-screen manipulatives which simulate hands-on experiences for the learner
- multiple response modes including multiple choice, fill in the blank, drag and drop, sequential problem solving and open ended promon-screen resources such as notebooks for note taking, glossaries and dictionaries to enhance vocabulary building, calculators, and unit conversion tools (e.g., miles to kilometers)

Interest: Motivation is impacted by the learner's level of interest and attention in the activity. To maintain the student's interest, an online learning environment should employ various methods to avoid the sense of boredom from students. Student interest is crucial to the learning process because it fosters a desire for more information.

Edmentum Application:
Content is presented using text, graphics, animations, and audio to provide clear and engaging instruction for the learner. All content includes navigational options that make learning self-paced and allow the learner to repeat or review previously viewed material. Tutorials elicit frequent responses from the learner to enhance student engagement and confirm understanding of the content. Rich media interactions like visual timelines and clickable diagrams provide engaging instructional material.

Feedback: Students need to have consistent and authentic feedback. Positive and creative feedback that is linked to a student's work will build relevance for the learning.

Edmentum Application:
As students progress through instruction within their learning platform, they receive informative feedback that informs them of their successes and progress. Student feedback provided by the system is tied to a specific student's performance level rather than simple milestones or scores on assignments. Additionally, the Plato Learning Environment, along with Edmentum's other learning platforms provides several communication tools to connect students with teachers as well as other users. These tools include a message board, discussion board, and email.

Success: An online learning system should provide students with feelings of accomplishment and satisfaction with their learning experience, otherwise motivation will not be sustained through the learning process.

Edmentum Application:
Plato Courseware administered through PLE provide students with powerful opportunities for success such as scaffolding and guided practice. The system offers scaffolded instruction which provides step by step guidance while teaching a process or concept, as well as the use of on-screen characters who mentor the learner.

Individualizing Learning for Each Student

A range of instructional design theories have as one of their goals the outcome of individualized learning. For example, Scandura's Structural Learning Theory (Scandura 1973 and Scandura 1976), Collins & Steven's Cognitive Theory of Inquiry Teaching (Collins and Stevens 1982; Collins and Stevens 1983), and Merrill's Component Display Theory (Merrill 1983), all have certain factors in common when it comes to tailoring instruction to each individual in a group or class. The commonality lies in the presence of these three elements:

- Some approach that breaks the content to be taught into a structure that includes goals or objectives (they don't all use those terms, but the concepts are similar)
- Regular opportunities to assess each learner in terms of whether they have mastered a particular goal or set of goals
- Prescribing content specific to the individual learner that includes only material for the goals they have not yet mastered

Some prefer to describe this approach as personalized learning, as the coursework and learning can be done in collaboration with others, not just as an individual. The important aspect is that the instruction follows a path that meets the individual needs of a learner, regardless of the instructional method used (group work, discussion, projects, tutorials, etc.). In Disrupting Class, the authors base much of their advocacy for innovation in education around a tension between "customization of learning" and the standardized model of school institutions. In their analysis, they state, "The proper use of technology as a platform for learning offers a chance to modularize the system and thereby customize learning."

For many years, Plato Courseware has used a mastery-based model to build the content at the heart of the courses and curriculum delivered on the PLATO system. That instructional model shares three basic elements from the approaches described above.

- Plato Courseware is broken into break the content into goals and objectives. Each learning module is built at a single objective level and provides an opportunity to practice the material being taught.
- Students are asked to demonstrate mastery of that objective through a mastery test or project. If mastery is not achieved, the material can be repeated and a new assessment of that objective can be taken to demonstrate mastery.
- Plato Courseware includes unit-level pretests of the objectives covered within that unit. If mastery is demonstrated on any objective in that unit, the learner is exempted from the lesson that teaches that objective. In this way, learning is customized for the needs of that individual student.

Multiple Intelligences and Learning Styles

In his 1983 groundbreaking work, *Frames of Mind: The Theory of Multiple Intelligences*, Howard Gardner broke from previous theories around a single, quantifiable intelligence measured through a standard IQ test. Initially, Gardner divided intelligence into seven distinct categories, then refined his theories and added an eighth intelligence, the naturalist, in his subsequent research, *Intelligences Reframed: Multiple Intelligences for the 21st Century* (1997).

The following list is a summary of the eight intelligences:

- Verbal-Linguistic—the ability to manipulate words in a variety of ways, including speaking, writing poetry or prose, and story telling

- Logical-Mathematical—the ability to think and express ideas in logical, rational terms, establish patterns, and find cause-and-effect relationships. The Logical-Mathematical intelligence is the basis for the hard sciences and fields of mathematics
- Spatial—the ability to be highly attuned to the visual world, perceive visual detail, and create pictures
- Musical—the ability to appreciate, understand, and produce melody and rhythm
- Bodily-Kinesthetic—the ability to manipulate one's own body to express ideas and emotion (dance) or to overcome challenges or competition (sports)
- Interpersonal—the ability to interact well socially, to collaborate, and to work within a team
- Intrapersonal—the ability to access and understand one's own feelings and emotions
- Naturalist—the ability to be highly attuned with the natural world, plants, animals, and natural outdoor settings

Learning Styles

Early theory on learning style is based on the work of Carl Jung's (*Psychological Types* 1923) conceptualization of human psychological types as either perception (how we absorb information) or judgment (how we process information). Jung states that we can absorb information in two ways, either concretely through sensing or abstractly through intuition. Also, we can process information in two ways, either through the logic of thinking or subjectivity of feeling.

Building on the early work of Jung and later researchers, like Isabel Myers, who developed the Myers-Briggs Type Indicator, researchers Harvey Silver and J. Robert Hanson (*Learning Styles and Strategies* 1998) developed a formal learning style model characterized by four basic learning styles:

- Sensing-Thinking (Mastery)—characterized by the ability to remember, order, organize, and plan; learns best through hands-on experience, practice, and demonstration
- Intuitive-Thinking (Understanding)—characterized by the ability to analyze, examine, make connections, and explain; learns best through lectures, tutorials, reading, logical discussion, or debates
- Intuitive-Feeling (Self Expressive)—characterized by the ability to generate ideas, imagine, think metaphorically, express, and create; learns best through open-ended activities or discussions, as well as creative and artistic activities
- Sensing-Feeling (Interpersonal)—characterized by the ability to empathize, respond, express feelings, and build trust and rapport; learns best through group activities, personal encounters, role playing, and collaborative projects.

Multiple Intelligences, Learning Styles, and Edmentum

The Edmentum instructional design process leverages the extensive research base behind multiple intelligences and learning styles to create a rich learning environment that appeals to the unique traits of different learners. For example, practice activities provide the opportunity for learners to solve a variety of problems and demonstrate their skills. They appeal to sensing-thinking (mastery) and logical-mathematical learners. Video enhances and supports learning and provides connections to the real world. This element appeals to spatial and intuitive-thinking (understanding) learners. The table below lists and defines the key components of Edmentum online instruction and notes the learning style or intelligence that each component supports.

PLATO Online Instructional Component	Description	Learning Style or Intelligence
Tutorial	Tutorials introduce concepts, present critical information and facts and provide explicit t step-by-step instruction on terminal and enabling objectives.	Intuitive-Thinking (Understanding) Verbal-Linguistic
Practice	Practice activities provide a variety of problems that are based on both abstract concepts and real-world scenarios and allow learners to check their understanding and demonstrate their skills.	Sensing-Thinking (Mastery) Logical-Mathematical
Application	Application activities provide the opportunity for students to take learning from one context and apply it to a variety of problems or scenarios.	Intuitive-Feeling (Self Expressive)
Exploration	Explorations are constructivist inquiry-based activities that allow a learner to take control of their learning experience by providing guided research activities with demonstration of learning.	Intuitive-Feeling (Self Expressive) Verbal-Linguistic Logical-Mathematical
Culminating Activity	Culminating activities provide opportunity for learners to demonstrate that they can synthesize knowledge and understanding to solve problems or formulate logical thesis.	Sensing-Feeling (Interpersonal) Verbal-Linguistic Logical-Mathematical
Project-based Assignments	Project based assignments provide the opportunity for learners to apply learning on concepts and skills to real world problems.	Sensing-Feeling (Interpersonal) Verbal-Linguistic Logical-Mathematical
Mastery Tests	Mastery Tests are groups of five to ten assessment questions designed to measure specific learning on terminal and enabling objectives.	Sensing-Thinking (Mastery)
Graphic Imagery	Learning experiences are often supported through graphic imagery that provides support for instructional concepts and connections to the real-world.	Spatial
Interactions	Learning experiences are supported through a variety of technology-based interactions that allow students to apply learning, as well as practice and check their understanding of concepts. Examples include multiple choice, drag and drop matching, fill-in-the-blank and many other interactivity types.	Sensing-Thinking (Mastery) Bodily-Kinesthetic
Video	Learning experiences are often supported through video that enhances and supports instructional concepts and provides connections to real-world scenarios.	Spatial Intuitive-Thinking (Understanding)
Simulations	Simulations provide learning experiences that mimic real world problems, systems, or scenarios and give the learner the opportunity to explore, learn and test their knowledge without real world consequences.	Sensing-Thinking (Mastery) Bodily-Kinesthetic
Online Discussions	Online discussions provide a virtual environment where students can interact with their teacher and peers to explore, discuss and debate specific topics relevant to learning.	Sensing-Feeling (Interpersonal) Verbal-Linguistic Interpersonal Intrapersonal

The New Role of 21st Century Educators: Differentiated Learning Using Online Solutions

As technology changes so does the way we communicate, access information, establish communities, live, and work. Technology is also changing the way students learn and is changing the role of 21st century educators.

A recent analysis of online learning from the U.S. Department of Education took a look at several key questions concerning its effectiveness:

1. How does the effectiveness of online learning compare with that of face-to-face instruction?
2. Does supplementing face-to-face instruction with online instruction enhance learning?
3. What practices are associated with more effective online learning?
4. What conditions influence the effectiveness of online learning?

Some important findings from the 2009 U.S. Department of Education study *Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies* include the following:

- Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face-to-face instruction.
- Instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction.
- Studies in which learners in the online condition spent more time on task than students in the face-to-face condition found a greater benefit for online learning.
- The effectiveness of online learning approaches appears quite broad across different content and learner types.
- Elements such as video or online quizzes do not appear to influence the amount that students learn in online classes.
- Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection.
- Providing guidance for learning for groups of students appears less successful than does using such mechanisms with individual learners.

While the U.S. Department of Education's meta-analysis indicates that the effectiveness of various approaches to online learning appears quite broad across different content and learner types, an INACOL report focused specifically on the benefits of online learning for at-risk and credit recovery students. Findings from INACOL's report, *An Exploration of At-Risk Learners and Online Education*, suggest that online learning supports increased motivation, student engagement, and achievement success for at-risk students due in large part to the flexibility and self-paced nature of online delivery programs.

Adapting Edmentum's Model for Different Settings

As described above, Edmentum's instructional model provides the flexibility to adapt online courses for settings ranging from credit recovery to first-time credit and AP*.

Credit Recovery

Plato Courseware's historical strength in credit-recovery settings comes from the delivery of courses with rigorous curriculum and instructional design. Following are the primary features of Plato Courseware's approach to credit recovery.

- Curriculum is centered on individual objectives in a scope and sequence built to address national and high-quality state standards.
- Courses are correlated to individual state standards.
- Unit pretests identify content that students are struggling with, which allows for customized instruction.
- Interactive and engaging content is accessible in a self-paced setting.
- A mastery model confirms that learners understand each objective before they move on to additional material.
- Each semester-long course consists of 60 to 75 hours of instruction.
- Tools are available for customizing Plato Courseware-structured courses into a focused, brief overview of a semester of materials.

First-Time Credit

Plato Courseware is regularly used by schools and districts to offer courses with rigorous curriculum and instructional design for first-time credit. Following are the primary features of Plato Courseware's approach to first-time credit.

- Curriculum is centered on individual objectives in a scope and sequence built to address national and high-quality state standards.
- Courses are correlated to individual state standards.
- Unit pretests identify content that students are struggling with, which allows for customized instruction.
- Interactive and engaging content is accessible in a self-paced setting.
- A mastery model confirms that learners understand each objective before they move on to additional material.
- Each semester-long course consists of 75 to 90 hours of instruction.
- Optional discussions and culminating activities extend instruction as needed.
- Tools are available for customizing PLATO-structured courses to supplement lessons with local activities, other online resources, or modules from other PLATO courses.

AP* Courses

Plato Courseware offers innovative courses with rigorous curriculum and instructional design for use in AP* settings. Following are the primary features of our approach to AP*.

- Curriculum is centered on individual objectives in a scope-and-sequence built to meet College Board expectations.
- Syllabi are provided that document the course design for ready submission to the College Board for local course approval.
- Courses are correlated to individual state standards.
- Pretest results can be overridden to ensure that students review all material relevant to the curriculum.
- Interactive and engaging content is accessible in a self-paced setting.
- A mastery model confirms that learners understand each objective before they move on to additional material.
- Each semester-long course consists of 120 to 150 hours of instruction.
- Unit-level discussions and culminating activities deepen learning and extend understanding of rich curriculum.
- Assessments and activities are modeled on College Board exam formats to prepare students for AP* exams.
- College Board lab experiences are integrated into science courses in a hybrid online/in-person model.
- Interactive elements present material in novel forms and confirm deeper learner understanding of the objective.
- Tools are available for customizing PLATO-structured courses to supplement lessons with local activities, other online resources, or modules from other PLATO courses.

Edmentum: Expanding on a History of Success in Online Learning

Edmentum's Plato Courseware is delivered online primarily in one of three ways:

- Pure Virtual Model—In this environment, face-to-face interaction between students and teachers is limited. Teachers assign courses to students using PLATO communications and reporting features to provide instruction, monitor student progress, and communicate directly with students.
- Blended Model—In this type of implementation, the course is designed to blend classroom-based instruction with online instruction. Teachers typically deliver course components via a whole class, small group, or individual direct-instruction model, with some components assigned using Plato Courseware solutions. Assignments may include entire courses or specific course components, such as units, assessments, and/or offline activities.
- Intervention Model—Students sometimes use Plato Courseware to accelerate learning or engage in remediation. Intervention programs are typically based on specific student learning need and incorporate full courses, strategies, lessons, modules, etc. The teacher often works one on one with students or in small groups to provide targeted instruction.

Evidence of the Effectiveness of Plato Courseware

Plato Courseware's extensive experience in supporting improved achievement outcomes includes implementations in rural, suburban, and urban districts. In addition, our programs in schools support targeted interventions, multiuse site implementations, and full-school, district, and statewide programs. In many instances, Plato Courseware is used to extend learning resources, including time and instructor access. Following are some recent program efficacy results in sites that use Plato Courseware.

Plato Courseware Success Story

Conway Public Schools, Conway, AR

Conway is an example of Plato Courseware applied across multiple grade levels to support learning enrichment and learning acceleration. Edmentum's implementation in the Conway Public Schools serves students in grades K-12 year round through site implementations at all school sites. Conway has been using PLATO since 2006.

Results:

Grades K-5

Since the start of the 2009-2010 school year, more than 290 elementary teachers have received professional development and training to integrate Plato Courseware curriculum in grades K–4. This curriculum provides twice-weekly math and reading instructional enhancement to all elementary students (more than 3,700) on nine campuses. In addition, the district is building custom courses to address Individual Education Plan (IEP) recommendations for special education students in grades K-4.

Grades 6-8

During the 2006–2007 school year, Conway extended the Plato Courseware program to serve students in grades 5–8. As part of this implementation, the district capitalized on its vertical and horizontal alignment to the Arkansas state frameworks and its use of pacing guides to ensure consistency across grade levels and subjects. During a single year of program implementation (2007-2008), 23 percent (427) of students in grades 6–8 demonstrated growth on the Arkansas Benchmark Exam. Between 2007 and 2009, the growth in student achievement between the comparable pretests and posttests ranged from 48 percent to 90 percent, with an average growth of approximately 70 percent in the grade-level subject area tests.

Grades 9-12

At the high school level, Conway embarked upon a multiyear plan in 2006 to improve student achievement on Arkansas state test scores for grades 9–12. During the first three years of the Plato Courseware implementation (2006–2009), a total of 982 high school students participated in the credit recovery program. The credit recovery program has been extended to summer school and curriculum enrichment using custom courses from the Plato Courseware content and courses library. Approximately 11 percent of students in grades 9–12 have participated in the online credit recovery option each year, accessing courses from home or in the district lab at each school site.

Thompson School District, Loveland, Colorado

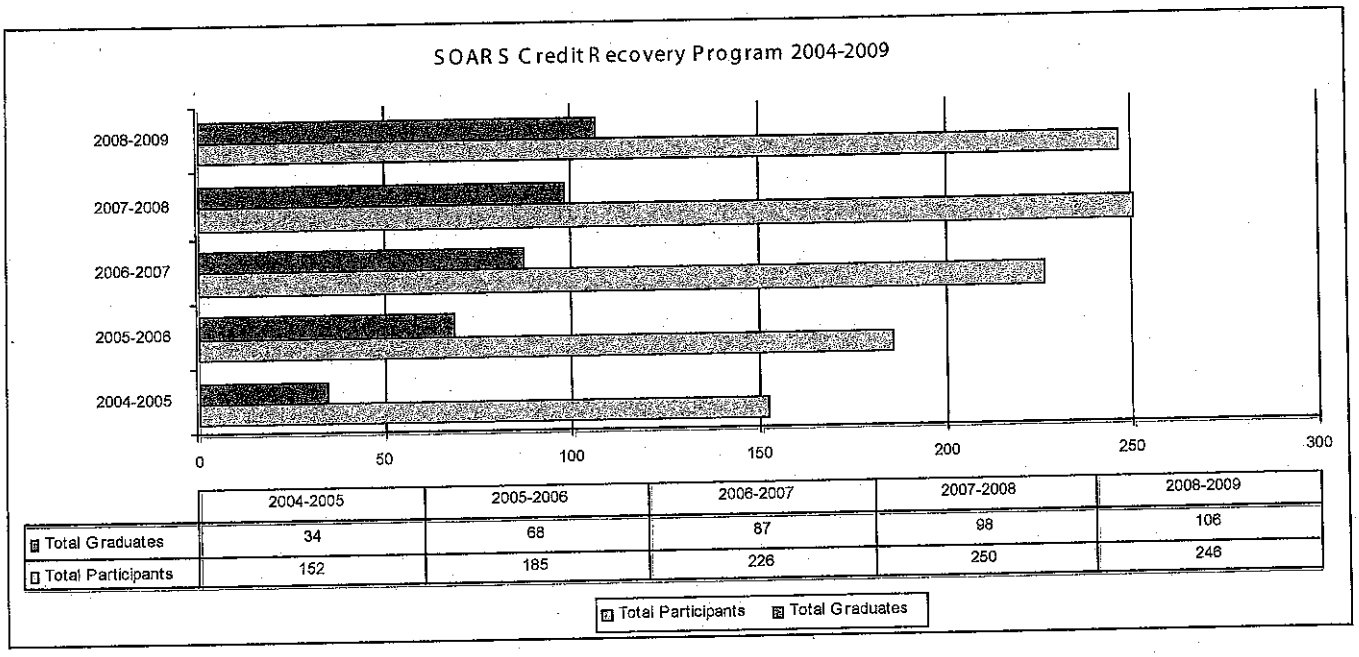
Thompson School District has used Plato Courseware since 2004 to support these initiatives:

- Dropout prevention and retrieval
- Credit recovery
- Response to Intervention (RTI)—personalized assessment and learning program
- Tutoring center

Results

Between 2004 and 2009, the Secondary Options for Achievement Resulting in Success (SOARS) program achieved an average 77 percent success rate for dropout retrieval and prevention. In that same time period, 215 students re-entered school and graduated from Thompson School District via their participation in the SOARS program.

The Plato Courseware program was extended beyond the SOARS center in recent years to include a high school credit recovery program at each of the Thompson School District high schools. The credit-recovery program provides the option for students to complete failed classes beyond the regular school day, between 3:30 p.m. and 9:30 p.m. During the five-year period between 2004 and 2009, a total of 1,059 students participated in the program, including 393 graduates.



	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Graduates	34	68	87	98	106
Total Participants	152	185	226	250	246

Oceanside Unified School District, Oceanside, California

In Oceanside, students use Plato Courseware in a variety of settings:

- Two Academic Acceleration and Recovery Centers (AARCs) at the two comprehensive high schools
- After-School Credit Recovery at the two comprehensive high schools and Ocean Shores Continuation High School
- Enrichment and remediation at the elementary and middle schools
- Summer school program serving 350 students to address graduation requirements
- Home access (testing proctored at home schools)

Results

Within the AARC program, students have completed 5 to 180 credits on average, depending on the circumstances; however, a 30-credit completion rate is the average success for each student enrolled in the program.

The following table represents a summary of the AARC program during the most recent three years:

Oceanside Academic Acceleration and Recovery Center				
2006-2009				
School Year	Enrollment	Graduates	Courses Completed	Average Daily Attendance
2006-2007	224	29	1022	66%
2007-2008	293	79	1500	87%
2008-2009	394	99	2074	86%

Cypress-Fairbanks (Cy-Fair) Independent School District, Houston, Texas

Beginning in the 2008-2009 school year, Plato Courseware was integrated as part of a two-part credit-recovery, secondary-intervention model with school labs and an off-campus center. While Cy-Fair did not have a prior need for a dropout prevention program due to its graduation rate success, the district recognized the need for such a program to help students who were falling behind their classmates as they progressed through high school. From its inception, the program was designed to provide preventive measures, beginning with the high school and expanding to the middle school for succeeding years. Interactive, Inc., an independent evaluation firm, conducted a third-party, quasi-experimental study to examine the results of the Plato Courseware implementation. Additional information regarding the study is available at www.plato.com

Results

- Students earned, on average, teacher-assigned grades that were17 points higher after retaking the same course using Plato Courseware that they had previously failed.
- Of the Cypress-Fairbanks students who failed a course in 2008, and then retook the course in 2009 using Plato Courseware, 84 percent completed and passed the course the second time.
- Limited-English Proficient (LEP) students gained even more than did the other students using Plato Courseware (as indicated by teacher-assigned grades) over the two academic years examined in this analysis.
- When student improvement was disaggregated by ethnicity, gender, and at-risk classification, all the groups improved their average performance year over year. The similarity of the gains across the groups suggests that Plato Courseware is able to equally help all students learn across both semesters of the academic year.

5.0 Conclusions

Online learning is one of the fasting growing trends in education today, with growth in the coming years estimated at approximately 30 percent annually. There are numerous reasons for this explosive growth:

- Online learning can provide students with access to a wealth of information, research, data, media and communication.
- Online learning can provide anytime, anywhere access to learning.
- Online learning can provide an individualized learning experience.
- Online learning can help educators reach broadly diverse student populations including mainstream, credit recovery and advanced students.
- Online learning can help administrators scale quality instruction beyond the walls of each school building.
- Online learning can provide immediate access to critical data and enhance data-driven instruction.
- Online learning can provide flexibility and efficiencies and positively impact budgetary challenges.

The Internet has become more than just a tool; it is a powerful part of our culture and lives. For more than 50 years, Edmentum Learning has been a leader in educational technology, driving significant advances that leverage technology to support and enhance the learning process. Today Edmentum continues to develop innovations that drive education toward a future where high-quality 21st century teaching and learning is seamlessly integrated within a technology-based learning environment and richly interactive digital curriculum that is relevant to all learners.

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Attachment E.3.

NROC COLLECTIONS DOCUMENT

NROC's commitment is to provide high-quality content to our members. As part of this commitment, we continue to build new content to add to the ***NROC Permanent Collection***. In addition, we are always looking for new content collections to add to the ***NROC Contributed Collection***. This process allows us to refresh the content offerings available to our members while giving our members a permanent collection they know will always be available for them. If you are aware of any course materials that you feel would be a benefit to our members, please feel free to contact us at memberservices@theNROCproject.org.

NROC LIBRARY: The NROC Library contains two types of collections:

The ***Permanent Collection*** refers to all content that is copyrighted to the Monterey Institute for Technology and Education, content that has been contributed for NROC distribution under a permanent license, and content made available under an "open license" (i.e. Creative Commons, GNU General Public License, public domain). Access to this content shall be available to member for the membership term defined in their agreement.

Content in the NROC ***Permanent Collection*** includes:

NROC Algebra 1 – An Open Course (2 semesters)
68 multimedia learning objects

NROC Developmental Math – An Open Program
119 multimedia learning objects on remedial math topics

Modules covering:
- *Arithmetic*
- *Beginning Algebra*
- *Intermediate Algebra*

Topics covering:
- *Geometry*
- *Statistics*
- *Trigonometry*

NROC Math Worked Examples
565 videos on arithmetic, algebra, geometry, and trigonometry

PhET Simulations
157 simulations on physics, chemistry, biology, and earth science

NOAA Collection
66 multimedia learning objects on earth science

Non-Majors Biology
180 text and graphics media objects on general biology topics

Khan Academy
1,271 videos on math, economics, physics, chemistry, and biology

NASA eClips
79 videos on STEM subjects related to space and the atmosphere

Contributed Collections refers to all content made available under a Content Distribution Agreement with the copyright owner for a defined period of time. Access to this content shall be available to members for the period defined in the Content Distribution Agreement, which may vary by course. NROC shall make every effort to renew these Content Distribution Agreements to ensure continued access to this content, but access cannot be guaranteed past the current end date of the Content Distribution Agreement. End dates for current Distribution Agreements are listed after each collection below.

Contributed Collections include:

The Art of Problem Solving (available through 2/26/2033)
330 videos on pre-algebra, algebra, geometry, and probability

SIA Tech - School of Integrated Academics and Technologies (available through 1/27/2033)
35 videos covering English Language Arts (ELA), reading, and writing

Dallas Learning Solutions (available through 2/13/2018)
99 videos on topics including US History, sociology, English, and business

Religions of the World (available through 10/21/2015)
This curriculum consisting of 11 chapters focuses on the major world religions as practiced in America

Statistics for the Social Sciences (available through 8/15/2016)
22 chapters covering a variety of statistical methods used in the social sciences with a focus on probability foundations, descriptive statistics, and inferential statistics

Phoenix College Collection (available through July 2033)
1,556 videos for math including geometry, trigonometry, calculus, linear algebra, and differential equations

STEMbite (available through September 2033)
47 videos for math, physics, and biology

Moments in American History (available through October 2033)
38 short videos covering key topics in American History

National Geographic Creative (available through November 2023)
49 videos covering environmental science, U.S. History, and world history

WhyU (available through September 2033)
58 conceptual animations for math

Virginia Historical Society (available through October 2033)
14 U.S. History videos from Virginia covering Jamestown, the Civil War, and more

University of California Collection (retiring 6/24/2014)*

US History I & II
American Government
Introductory Physics I & II
General Physics I & II
Introductory Calculus I & II
General Calculus I & II
Environmental Science
Elementary Algebra
Psychology
Calculo General I & II (Spanish)
AP Biology I & II
AP Calculus AB I & II
AP Calculus BC I & II
AP Environmental Science
AP Physics B I & II
AP Physics C I & II
AP US History I & II
AP US Government & Politics
Algebra 1a & 1b (2004 version)
College Prep Physics I & II
Curso de Algebra 1A & 1B (Spanish)

* If your institution wishes to continue accessing this content after 6/24/14, please contact them directly at (408) 450-4962, email info@ucscout.org, or visit www.ucscout.org.

MORE INFORMATION ON THE EXCITING CONTENT NOW AVAILABLE –

Content recently added to the NROC ***Permanent Collection*** *includes:*

NASA eClips
79 videos on STEM subjects related to space and the atmosphere. Topics include NASA and Indy Cars, Invention of Doppler Radar, Clouds and Earth's Radiation Budget, Designing a Capsule for Space, Moon Magic, Apollo 11-Challenges of Landing on the Moon, and Curiosity Goes to Mars.

Content recently added to the **NROC Contributed Collections** includes:

Phoenix College Collection (available through July 2033)
1,556 videos for math (geometry, trigonometry, calculus, linear algebra, and differential equations) from Phoenix Community College instructor James Sousa. Original name for this collection was "Math Is Power 4U."

STEMbite (available through September 2033)
47 videos for math, physics, and biology, created by Andrew Vanden Heuvel using Google Glass and discussing how these topics can be seen all around us in our everyday world. Topics include Polarization of Light, the Brazil Nut Effect, Springs, Refrigeration, Order of Operations, Gear Ratios, Hydrogen Bonding, and The Physics of Tennis.

Moments in American History (available through October 2033)
A collection of 38 short videos with overviews of key topics in American History, from Francisco Coronado's early explorations to the Gulf Wars of the 1990s. Content is divided into four time periods: 1492-1750; 1750-1865; 1965-1945; and 1945-present. Includes on-camera interviews with academic experts as well as stills of photographs and famous historical artwork to help bring the subject to life for students.

National Geographic Creative *(available through November 2023)*
From the world-renowned photographers and videographers at National Geographic comes this collection of 49 videos covering environmental science, U.S. history, and world history.

Virginia Historical Society *(available through October 2033)*
14 U.S. history videos from Virginia covering topics such as Jamestown, the Civil War, and more.

Why U (available through September 2033)
58 conceptual animations for math, covering the whys behind the way math problems are approached and solved, as opposed to the techniques and how-tos for problem-solving.

Attachment F.1.

E-MAIL CORRESPONDENCE

(between Debra Reynolds and Sarah Cox, Carmen Jordan, Vanessa Hatcher, and Monica Stoval)

June, 2012

October, 2013

June, 2013

April – May, 2014

Will do! Once I have any additional information from the development team regarding the previous years, I will let you know.

Thanks again, and let me know if you notice any other issues.

Sarah Cox
Data Quality & Management
Division of Research & Technology
Arkansas Department of Education
423 Main Street, Suite 300
Little Rock, AR 72201
501.683.5660 office
501.683.3108 fax
sarah.cox@arkansas.gov

How am I doing?

This message is intended only for the named recipient. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

-----Original Message-----
From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Monday, May 05, 2014 11:55 AM
To: Sarah Cox (ADE)
Cc: Tatum, Katie; bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Hi Sarah,
Thanks for the update. At this time, all but five of our graduate's transcripts have pulled correctly--this only includes graduates who had no transcript credit from SIATech in 2011 and/or 2012. I expect the remaining five will pull correctly tonight--I think at least going forward, we have corrected the problem. I appreciate all the help I've had getting our setup functioning properly.

That will be great if previous years' transcript credits can be pulled as well. Let me know if you need me to make any changes on my end.

Thanks again,
Debra

Debra Reynolds, Counselor
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671

debra.reynolds@siatech.org

From: Sarah Cox (ADE) [Sarah.Cox@arkansas.gov]
Sent: Monday, May 05, 2014 7:03 AM
To: Reynolds, Debra
Subject: RE: Transcript Problem

Please take look at a few of the students with whom you were having issues and let me know if you are seeing courses appear in Triand this morning. I have the developers checking on the transfer building courses you all have entered in previous years to see if they can resolve anything there.

Thanks!

Sarah Cox
Data Quality & Management
Division of Research & Technology
Arkansas Department of Education
423 Main Street, Suite 300
Little Rock, AR 72201
501.683.5660 office
501.683.3108 fax
sarah.cox@arkansas.gov

How am I doing?

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-----Original Message-----
From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Friday, May 02, 2014 12:57 PM
To: Sarah Cox (ADE)
Subject: RE: Transcript Problem

Thanks for your help and support in all of this--

Debra Reynolds, Counselor
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Sarah Cox (ADE) [Sarah.Cox@arkansas.gov]

Sent: Friday, May 02, 2014 9:01 AM
To: Vanessa Hatcher (ADE); Reynolds, Debra
Cc: Tatum, Katie; bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Thank you, Vanessa! We will check on Monday to see if we have additional issues that need to be addressed.

Sarah Cox
Data Quality & Management
Division of Research & Technology
Arkansas Department of Education
423 Main Street, Suite 300
Little Rock, AR 72201
501.683.5660 office
501.683.3108 fax
sarah.cox@arkansas.gov

How am I doing?

This message is intended only for the named recipient. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

-----Original Message-----
From: Vanessa Hatcher (ADE)
Sent: Friday, May 02, 2014 9:00 AM
To: Reynolds, Debra
Cc: Tatum, Katie; Sarah Cox (ADE); bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Good Morning,

The set up now looks good. Now, the credit should pull correctly for students. If there are particular students that still have credit issues, then the Transcript Courses Summary Screen needs to be checked for each course for this year.

Vanessa R. Hatcher (ADE)
APSCN

From: Reynolds, Debra [Debra.Reynolds@siatech.org]
Sent: Friday, May 02, 2014 8:24 AM
To: Vanessa Hatcher (ADE)
Cc: Tatum, Katie; Sarah Cox (ADE); bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Vanessa,
Would you please check my setup today and be sure it is absolutely

correct before COB today so I can have correctly-pulled transcripts on Monday? I will make any changes you advise.
Thanks,
Debra

Debra Reynolds, Counselor
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Vanessa Hatcher (ADE) [Vanessa.Hatcher@arkansas.gov]
Sent: Thursday, May 01, 2014 3:34 PM
To: Sarah Cox (ADE); Reynolds, Debra
Cc: bhuntercox@apsrc.net
Subject: Transcript Problem

One of the first issues I see with Setups for SIATech is the Mark Reporting Configuration. Sarah and I had a discussion some weeks ago about how Triand pulls credit and how eSchool districts should be set up for the credit to pull correctly.

In the Mark Reporting Configuration, it is indicated to pull credit "At Student Course Level." Triand does not pull credit this way. Triand pulls credit "Per Marking Period," so this configuration needs to be adjusted to reflect "per Marking Period."

Debra, please adjust the Mark Reporting Configuration and we then will go from there. Please respond once you have adjusted the Configuration.

Menu Path: Administration> System Setup> Building Folder> select the Mark Reporting Bullet.

And once again thank you for the update Sarah!

Vanessa R. Hatcher (ADE)
APSCN

Thanks for checking, Vanessa! Once the change is made (and any others), we will check Triand to see if information is updated with the nightly connection.

Sarah Cox
Data Quality & Management
Division of Research & Technology
Arkansas Department of Education
423 Main Street, Suite 300
Little Rock, AR 72201
501.683.5660 office
501.683.3108 fax
sarah.cox@arkansas.gov

ARKANSAS DEPARTMENT OF EDUCATION

How am I doing?

This message is intended only for the named recipient. If you are not the intended recipient you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

From: Vanessa Hatcher (ADE)
Sent: Thursday, May 01, 2014 3:34 PM
To: Sarah Cox (ADE); debra.reynolds@siatech.org
Cc: bhuntercox@apsrc.net
Subject: Transcript Problem

One of the first issues I see with Setups for SIATech is the Mark Reporting Configuration. Sarah and I had a discussion some weeks ago about how Triand pulls credit and how eSchool districts should be set up for the credit to pull correctly.

In the Mark Reporting Configuration, it is indicated to pull credit "At Student Course Level." Triand **does not** pull credit this way. Triand pulls credit **"Per Marking Period,"** so this configuration needs to be adjusted to reflect "per Marking Period."

Debra, please adjust the Mark Reporting Configuration and we then will go from there. Please respond once you have adjusted the Configuration.

Menu Path: Administration> System Setup> Building Folder> select the Mark Reporting Bullet.

And once again thank you for the update Sarah!

Vanessa R. Hatcher (ADE)
APSCN

Once the system is updated then every student should pull correctly if they have grades in the semester slots. Please keep me informed on Monday.

Vanessa R. Hatcher (ADE)
APSCN

From: Reynolds, Debra [Debra.Reynolds@siatech.org]
Sent: Friday, May 02, 2014 12:55 PM
To: Vanessa Hatcher (ADE)
Subject: RE: Transcript Problem

Thanks, Vanessa--will all students I've already entered pull correctly or do I have to go back and re-enter anything?

Debra Reynolds, Counselor
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Vanessa Hatcher (ADE) [Vanessa.Hatcher@arkansas.gov]
Sent: Friday, May 02, 2014 9:00 AM
To: Reynolds, Debra
Cc: Tatum, Katie; Sarah Cox (ADE); bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Good Morning,

The set up now looks good. Now, the credit should pull correctly for students. If there are particular students that still have credit issues, then the Transcript Courses Summary Screen needs to be checked for each course for this year.

Vanessa R. Hatcher (ADE)
APSCN

From: Reynolds, Debra [Debra.Reynolds@siatech.org]
Sent: Friday, May 02, 2014 8:24 AM
To: Vanessa Hatcher (ADE)
Cc: Tatum, Katie; Sarah Cox (ADE); bhuntercox@apsrc.net
Subject: RE: Transcript Problem

Vanessa,
Would you please check my setup today and be sure it is absolutely correct before COB today so I can have correctly-pulled transcripts on Monday? I will make any changes you advise.

Which semester grades you enter will depend on what you have setup in the master schedule. If you have the course setup for 1 marking period then the semester grade would be for that course, in that marking period.

You will know by checking Triand, looking at students in that system and see if grades are there. Triand is update every night so if you enter something in eSchool today, you should be able to see it in there tomorrow.

No there is no way to update grade for previous years because the Triand system only updates for Current Year Records.

Actually my question was how are you entering the grades into eSchool, are the teachers using TAC to load the grades or are you manually entering them?

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Tuesday, April 01, 2014 2:01 PM
To: Carmen Jordan (ADE); Tatum, Katie
Cc: Vanessa Hatcher (ADE)
Subject: RE: APSCN

Hi Carmen,
In late August, 2011, I began training on eSchool at the APSCN lab downtown. Curtis Shack was our designated field rep, and he was training at the same time. The woman who trained us set up eSchool on a yearly reporting basis because we do not have semesters and are a competency-based program. We used that for 2011-2012 and 2012-2013, and I only entered final course grades on the "Mark Entry by Student" screen. On that screen, I did not have a series of boxes (as I do now) under the heading "Student Marks/Comments/Absences" showing a place to enter a final grade--I entered the final grade only in the box under "Course Marks" "FINAL" to the right of the "Attempted" and "Earned" boxes. I did, and continue to do, all marking on that same screen (Mark Entry by Student).
When we did our rollover in 2013 for the 2013-2014 school year, you explained to me that our grades would not pull into TRIAND unless we had semester and final grades. So we have set our system up that way, with four quarters. Unfortunately, I cannot enter a final grade midway through a semester in the "Student Marks/Comments/Absences" boxes (I now have four) because the software will not allow me to schedule the student into another class. As far as I know, when a term ends and/or a student graduates, I have to go back in and enter those grades manually. I know TRIAND did pull semester grades entered at the end of the first term.

Questions:
If a student completes a credit (or half-credit) during the first semester, do I enter that mark in both the first semester and final semester boxes, or only in the first semester box?
How do I know our graduates' transcripts are pulling into TRIAND? How often does TRIAND pull?
Is there any way to correct the transcripts for the first two years of entry that were done on a yearly basis instead of semesters?

I hope this answers some of your questions.

Thanks,
Debra

Debra Reynolds, Counselor
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671

debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Tuesday, April 01, 2014 9:53 AM
To: Tatum, Katie; Reynolds, Debra
Cc: Vanessa Hatcher (ADE)
Subject: RE: APSCN

I remember having a conversation with Debra a while back about the need to create Semester grades in eSchool, that was at the end of last school year, if my memory is serving me correctly.

At that time, I let Debra know that the semester grade slot would have to be open so the grades can be entered. I did check the master schedule records for this year and I noticed that the semester grade field is checked so the grade slot is open for the grade to be entered. So as the final grades are being entered into the software, they can just enter the semester grade as well, that's assuming that the grades are being entered manually. However, if this is not the case, we can work with Debra to come up with a plan/process to move the current Final Mark to the semester grade field. So right now, I would need to know how the grades are currently being entered into the system.

Carmen

From: Tatum, Katie [mailto:Katie.Tatum@siatech.org]
Sent: Tuesday, April 01, 2014 8:47 AM
To: Carmen Jordan (ADE); Reynolds, Debra
Subject: APSCN

Good morning Carmen:
Hope all is going well. I am in need of some assistance and I don't really know who could assist me in correcting this, but we are out of compliance with state law with our graduate transcripts not being on Triand. I was informed that Triand pulls that information from APSCN. Does it matter that we operate on eSchool? I can remember when we opened we had difficulty with our grading since we are a competency based program that only give final grades and not a block or nine weeks program. I think Debra worked with you and Curtis to get our grades to pull and if my memory serves me correctly the grade reporting was actually changed again for this school year. Debra can chime in and correct me if I'm wrong but any assistance or suggestions you can give me regarding our transcripts will be greatly appreciated.
Thanks much,
Katie

SIATech *Katie Hatley Tatum, Principal*
Siatech Charter High School
6724 Interstate 30
Little Rock, AR 72209
office: 501-562-1850/fax: 501-562-7671

katie.tatum@siatech.org

What lies behind you and what lies in front of you, pales in comparison to what lies inside of you.

Ralph Waldo Emerson

No you would have both.

Sent from my iPad

On Oct 1, 2013, at 9:59 PM, "Reynolds, Debra" <Debra.Reynolds@siatech.org> wrote:

> so I would give a semester grade but no final grade?
>
>
>
> Debra Reynolds, Counselor
> SIATech Little Rock
> Cell: 479.871.9489
> Office: 501.562.1429
> Fax: 501.562.7671
> debra.reynolds@siatech.org
> _____
> From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
> Sent: Tuesday, October 01, 2013 9:57 PM
> To: Reynolds, Debra
> Cc: Tatum, Katie; Pianka, Laurie
> Subject: Re: eSchool scheduling
>
> The way you were scheduling courses was not a problem and the only thing I was suggesting was to move the final grade you assigned courses to a final grade was to move that grade to the semester mark.
>
> The field support person assigned to your school is Vanessa Hatcher.
>
> Sent from my iPad
>
> On Oct 1, 2013, at 9:47 PM, "Reynolds, Debra" <Debra.Reynolds@siatech.org<mailto:Debra.Reynolds@siatech.org>> wrote:
>
> Hi Carmen,
> To my knowledge, I have not been assigned an APSCN field rep, so if I need to address this question to someone else, please let me know.
> Last spring you advised me that we had to have semester and final grades for our transcript info to pull into TRIAND. I have set my 2013-14 course catalog up accordingly. However, we are an open-entry, open-ext, competency-based program, which means students enter and exit throughout the year and often compelte coursework and graduate at times other than the ends of the semesters. For instance, we have students who began on 8/19 and have already completed some courses. If I try to enter those grades through mark reporting, I get yellow flags in my scheduling and am unable to proceed with scheduling them for their next courses. I can enter credit amounts, just no grades. The only way I see around this is to enter final grades through the transcript course summary screen at semester ends and/or when the student exits. That means I will have to go into mark reporting twice instead of once for each course, and grades will not be available when a student completes

work midterm. Do you have any other suggestions/ideas? Previously, we were on a single marking period instead of four and only issued final grades, so this was never a problem.

> Thanks,
> Debra
>
>
>
> Debra Reynolds, Counselor
> SIATech Little Rock
> Cell: 479.871.9489
> Office: 501.562.1429
> Fax: 501.562.7671
> debra.reynolds@siatech.org<mailto:debra.reynolds@siatech.org>

Ok Debra. I think I have opened up the semester grade for you and it is ready to key in the FINAL mark into the semester slot.

I think we may be able to do something different for next year but I have to research that a little bit more. I will let you know if I come up with anything.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Wednesday, June 05, 2013 1:54 PM
To: Carmen Jordan (ADE)
Subject: RE: Cycle 7 question

Okay, thanks, and would you please let me know where this "slot" is so I can begin entering grades there and avoid this problem next year? I'm not sure what screen it is on.
Thanks--

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Wednesday, June 05, 2013 11:49 AM
To: Reynolds, Debra
Cc: Jill Johnson (ADE)
Subject: RE: Cycle 7 question

Debra,
I spoke with Curtis last evening and he said that he entered the grades into the slots.

So since you were not aware of this, we will have to see if there is something quicker that can be done to copy the grade into a Semester grade slot.

We will work on it this afternoon for you Debra and I will keep you posted as to what we are doing or we may have instructions for you to run some processes. I will keep you posted.

Carmen

From: Carmen Jordan (ADE)
Sent: Tuesday, June 04, 2013 4:09 PM
To: 'Reynolds, Debra'
Subject: RE: Cycle 7 question

Right that's what I was understanding that you said but I am saying that you will need to have both a semester grade and a final.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]

Sent: Tuesday, June 04, 2013 4:05 PM
To: Carmen Jordan (ADE)
Subject: RE: Cycle 7 question

Most of my courses are set up for final grades only

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Tuesday, June 04, 2013 3:59 PM
To: Reynolds, Debra
Subject: RE: Cycle 7 question

I'm not sure what he did either but as part of your procedure you will need to enter a semester and a final grade for courses. The semester grade is what colleges use to calculate requirements for scholarships so if any of your students want to apply for the lottery scholarship they will need to have semester grades.

Let me see what I can do to try to figure out what Curtis may have done to correct this situation.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Tuesday, June 04, 2013 3:56 PM
To: Carmen Jordan (ADE)
Subject: RE: Cycle 7 question

Correction--the error is for SEMESTER grades--we don't give semester grades, only final grades. I believe I had this error last year and Curtis fixed it, but he did not tell me how he did that.

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Tuesday, June 04, 2013 3:37 PM
To: Reynolds, Debra
Cc: Tatum, Katie
Subject: RE: Cycle 7 question

Well, let me see. Not sure why you would have a student enrolled in 4 sections of Algebra2 but only gives credit for 2 sections. I would say that you should drop the 2 sections without grades....especially if you are not giving a grade in them.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Tuesday, June 04, 2013 3:21 PM
To: Carmen Jordan (ADE)
Cc: Tatum, Katie
Subject: Cycle 7 question

Hi Carmen,
Since Curtis is gone, I'm not sure who to direct this question to--perhaps you will forward it to my field rep. I did a trial build for cycle 7 and had 169 errors--"semester grade cannot be null". I have lots of courses on transcripts where students do not receive a grade because the ADE requires that we only show with half-credits or full credits on transcripts. But we have students who may take Algebra 2 for four classes on their schedule--so I can show a half-credit for two of the classes but have to enter zeros with no credit attached--because an "I" would count against them--and now I have gotten these errors. Can you tell me how to correct them? Should I delete the courses? Will that be a problem in some other aspect such as scheduling?

Thanks in advance for your assistance,
Debra

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

Yes I understand that but for state reporting purposes that is all we look at is semester grades.

I'm not sure what Curtis did last year to take care of this for you. I will have to see if I can track him down to see if he can fill me in.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Tuesday, June 04, 2013 4:13 PM
To: Carmen Jordan (ADE)
Cc: Tatum, Katie
Subject: RE: Cycle 7 question

We do not give semester grades ever. That is part of our original setup

Debra Reynolds, Registrar
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Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

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Sent: Tuesday, June 04, 2013 4:09 PM
To: Reynolds, Debra
Subject: RE: Cycle 7 question

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Carmen

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Sent: Tuesday, June 04, 2013 4:05 PM
To: Carmen Jordan (ADE)
Subject: RE: Cycle 7 question

Most of my courses are set up for final grades only

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Tuesday, June 04, 2013 3:59 PM
To: Reynolds, Debra

Subject: RE: Cycle 7 question

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Carmen

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Sent: Tuesday, June 04, 2013 3:56 PM
To: Carmen Jordan (ADE)
Subject: RE: Cycle 7 question

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Debra Reynolds, Registrar
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Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

See (6)

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Tuesday, June 04, 2013 3:37 PM
To: Reynolds, Debra
Cc: Tatum, Katie
Subject: RE: Cycle 7 question

Repeat see (4)

Well, let me see. Not sure why you would have a student enrolled in 4 sections of Algebra2 but only gives credit for 2 sections. I would say that you should drop the 2 sections without grades....especially if you are not giving a grade in them.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Tuesday, June 04, 2013 3:21 PM
To: Carmen Jordan (ADE)
Cc: Tatum, Katie
Subject: Cycle 7 question

Repeat see (5)

Hi Carmen,
Since Curtis is gone, I'm not sure who to direct this question to--perhaps you will forward it to my field rep. I did a trial build for cycle 7 and had 169 errors--"semester grade cannot be null". I have lots of courses on transcripts where students do not receive a grade because the ADE requires that we only show with half-credits or full credits on transcripts. But we have students who may take Algebra 2 for four classes on their schedule--so I can show a half-credit for two of the classes but have to enter zeros with no credit attached--because an "I" would count against them--and now I have gotten these errors. Can you tell me how to correct them? Should I delete the courses? Will that be a problem in some other aspect such as scheduling?

Thanks in advance for your assistance,

Debra

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

It usually does not allow you to move to validation but Reshmi cleared the build errors for you so you could go to validation. So in the morning, you will need to email her again to clear build errors, then nice that's done, you go to validation and try to get those errors cleared(the ones you can fix).

Once all of this are cleared, Reshmi will load The student grades file for you then you can print your reports.

Carmen

On Jun 20, 2012, at 8:24 PM, "Reynolds, Debra" <Debra.Reynolds@siatech.org<mailto:Debra.Reynolds@siatech.org>> wrote:

Carmen,
Sorry, had to leave work. I don't think it will let me go directly to validation--never has in the past. Currently I'm queued at position 96 for a build again. Late tonight, after that runs, I will try. I'm still wondering if I'm getting this error b/c we have only final grades and no option for a semester grade in most of the courses--some of them it slipped through.

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debra.reynolds@siatech.org<mailto:debra.reynolds@siatech.org>

From: Carmen Jordan (ADE)
[Carmen.Jordan@arkansas.gov<mailto:Carmen.Jordan@arkansas.gov>]
Sent: Wednesday, June 20, 2012 6:29 PM
To: Reynolds, Debra
Cc: Reshmi Jose (ADE)
Subject: RE: Increasing errors!

Debra. Did you have any validation errors.

Carmen

From: Carmen Jordan (ADE)
Sent: Wednesday, June 20, 2012 4:45 PM
To: 'Reynolds, Debra'
Cc: Reshmi Jose (ADE)
Subject: RE: Increasing errors!

It may be that we have to clear build errors for you. Let me check with programming.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Wednesday, June 20, 2012 4:22 PM
To: Carmen Jordan (ADE)
Subject: Increasing errors!

I have entered grades for all students whose last names begin w/"A" or "B" today and some other scattered students. I just did a build, and my errors are increasing!

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org<mailto:debra.reynolds@siatech.org>

From: Carmen Jordan (ADE)
[Carmen.Jordan@arkansas.gov<mailto:Carmen.Jordan@arkansas.gov>]
Sent: Wednesday, June 20, 2012 4:07 PM
To: Reynolds, Debra; Curtis Shack (ADE)
Cc: Tatum, Katie
Subject: RE: grade entry
No, let's just deal with the ones who are currently active.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Wednesday, June 20, 2012 4:06 PM
To: Curtis Shack (ADE); Carmen Jordan (ADE)
Cc: Tatum, Katie
Subject: grade entry

Do I have to show subject grades for inactive/graduated students?

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org<mailto:debra.reynolds@siatech.org>

Nope there is not.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Friday, June 15, 2012 1:32 PM
To: Carmen Jordan (ADE)
Subject: RE: cycle 7 errors

There's not a mass update function to make semester grades equal to final grades is there? Thanks again for the update.

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]
Sent: Friday, June 15, 2012 1:10 PM
To: Reynolds, Debra
Cc: Curtis Shack (ADE)
Subject: RE: cycle 7 errors

Debra,
I talked to programming and since we did not realize that you were not using SEM grades, they are going to have to rewrite the grades query for the scenario that you all are in. I'm not sure this will be since our servers have been down most of today.... They will get to it as soon as they can gain access to the system.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Friday, June 15, 2012 8:32 AM
To: Carmen Jordan (ADE)
Subject: RE: cycle 7 errors

Thanks, Carmen.

Debra Reynolds, Registrar
SIATech Little Rock
Cell: 479.871.9489
Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

From: Carmen Jordan (ADE) [Carmen.Jordan@arkansas.gov]

Sent: Thursday, June 14, 2012 11:17 PM
To: Reynolds, Debra; Curtis Shack (ADE)
Cc: Tatum, Katie
Subject: RE: cycle 7 errors

That's the problem because we are looking for semester grades only.

Curtis, we need to see if there is a way that we can copy the final grade to a semester grade in the software.

Carmen

From: Reynolds, Debra [mailto:Debra.Reynolds@siatech.org]
Sent: Thursday, June 14, 2012 10:41 PM
To: Curtis Shack (ADE); Carmen Jordan (ADE)
Cc: Tatum, Katie
Subject: cycle 7 errors

I have 1,213 errors: semester grades cannot be NULL. I have been unable to figure out how to fix this. We are supposed to have everything set for final grades only, no semester grades. I will be late submitting if I don't get some assistance w/this problem.

Debra Reynolds, Registrar
SIATech Little Rock
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Office: 501.562.1429
Fax: 501.562.7671
debra.reynolds@siatech.org

Attachment F.4.

SIATech Waivers

SIATech Little Rock Charter School
Open-Enrollment Public Charter School

District LEA:	60-52-700	**Elementary School LEA:**	N/A
City:	Little Rock	**Middle School LEA:**	N/A
Opening Date:	Fall 2011	**High School LEA:**	60-52-701
Grades Approved:	9-12	**Grades Served 2011-12:**	9-12
CAP:	275	**Enrollment 2010-11:**	N/A

Waivers from Title 6 of A.C.A.

6-10-106- Uniform dates for beginning and end of school year
6-11-129- Posting of Information of District Website
6-13-109- School Superintendent
6-13-604 through 6-13-611- School districts with five or more directors
6-13-608- Length of Directors' Terms
6-13-611-Vacancies Generally
6-13-616-Qualifications
6-13-620- Powers and Duties
6-15-1702 Parental Involvement Plan
****6-15-1004-** Qualified Teachers in Every Classroom
6-15-2302 General Business Manager-Responsibilities-Minimum qualifications
6-16-102-School Day
6-16-124-Arkansas History
6-17-111-Duty Free Lunch Period
6-17-114-Daily planning period
6-17-203- Personnel policy committees
****6-17-301-** Employment of Certified Personnel
6-17-302- Public School Principals-Qualifications and Responsibilities
****6-17-309-** Certification –waiver
****6-17-401-**Teacher's License Requirement
****6-17-418-** Teacher Certification-Arkansas History Requirement
****6-17-902-**Definition of a Teacher
6-17-908- Teachers' Salary Fund
****6-17-919-**Warrants void without valid certificate and contract
6-17-1501 through 6-17-1510-Teacher Fair Dismissal Act of 1983
6-17-1701 through 6-1-1705-Public School Employee Fair Hearing Act
6-17-2403-Minimum Teacher Compensation Schedule
6-18-201 Compulsory Attendance-Exceptions-Waiver
6-18-213(f)-Attendance record and reports generally
6-18-508-Alternative learning environment
6-18-1001 et seq. Public School Student Services Act
6-20-2208 (c)(6) Gifted and Talented Expenditures
6-25-101 et. Seq. Public School Library Media and Technology Act
6-42-101 et seq. -Gifted and Talented Education

Waivers from Standards for Accreditation

9.03.1.2	Smart Core (38 units)
9.03.4	Reading, Writing, and Mathematics Requirement
9.03.4.11	Advance Placement Offerings
10.01.3	Professional Development
14.03	Graduation Requirements
**15.0	Personnel
16.01.3	Certified Counselor
16.02	Media Services
16.03.3	Student Health Records
18.0	Gifted and Talented Education

Waivers from ADE Rules and Regulations

Mandatory Attendance Requirement for Students in Grades 9-12
Four-day School Weeks
Certified Staff Salary Schedule
**Nutrition and Physical Activity Standards
Parental Notification of an Assignment of a Non-Certified Teacher

Comments:
* Waiver cannot be granted
** Waiver granted with exceptions, please see attached legal comments for details

Professional Licensure Standards Board

Membership Nomination Form

Name of Nominee: Lillian Hemphill

School District/IHE: Watson Chapel School District - Watson Chapel Jr. High School

Work Address: 3900 Camden Road

City: Pine Bluff, AR 71603 Work Phone: 870-879-4420

Home Address: 3790 U.S. Highway 63 Home Phone: 870-351-2723

City: Rison, AR 71665 Cell Phone: 870-489-8374

Current Position: 8th and 9th Grade Social Studies

Term Nominated for: July 1, 2014 through June 30, 2017

Arkansas Teacher License

Effective Dates: 1/1/2013 Expires: 12/31/2017

Licensure Levels

Teacher P - 4

Teacher 4 - 8

Teacher 7 - 12 Social Studies

Arkansas Administrator License

Effective Dates: Expires:

Licensure Levels

Middle Level P-8

Superintendent

Curriculum Program Administrator

University Positions

Dean - Private

Dean - Public

Dean - Licensure Issues

Brenda Robinson, AEA President — **Name and Title of Organizational Representative**

Arkansas Education Association (AEA) — **Organization Nominating**

(Nomination made by attached email) — Signature of Organizational Representative

May 20, 2014 — Date

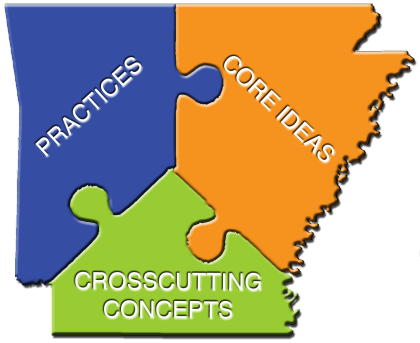
Subject: FW: PLSB Nominee
Date: Tuesday, May 20, 2014 9:29:55 AM Central Daylight Time
From: Karen Walters (ADE) <Karen.Walters@arkansas.gov>
To: Mary Richbourg (ADE) <Mary.Richbourg@arkansas.gov>

Karen Cushman Walters, Ed.D.
Arkansas Department of Education
Assistant Commissioner HR/Licensure
Four Capitol Mall, Room 103B
Little Rock, AR 72201
501.683.4863

This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing or taking any action in reliance on the contents of this information is strictly prohibited.

On 5/19/14 10:25 PM, "Robinson, Brenda [AR]" <BRobinson@NEA.ORG> wrote:

> Lillian Hemphill- Watson Chapel
> Certification 7-12 grade Currently teaching 8th and 9th grade Social Studies
> lmariehemphill@yahoo.com
>
> Sent from my iPad
>
> **********
> Only the individual sender is responsible for the content of the message, and the message does not necessarily reflect the position or policy of the National Education Association or its affiliates.



ARKANSAS

K-12 SCIENCE STANDARDS

EDUCATION FOR A NEW GENERATION

Working Document
May 2014

A COMPREHENSIVE PLAN FOR THE DEVELOPMENT AND IMPLEMENTATION OF ARKANSAS'S K - 12 SCIENCE STANDARDS

NOTE: This plan is intended to be a working document. As the Curriculum and Instruction Unit leads the development process, modifications could be needed. The most current plan will always be found on the Science Standards page on the ADE website.

Created May, 2014

CURRICULUM AND INSTRUCTION

Successful implementation of Arkansas's K-12 Science Standards requires the development of rigorous standards that identify what students should know, understand, and be able to do in science, and the local creation of a well-developed curriculum that supports student learning.

Start Date	Task Title	Description	Completion Date
October 2010	ADE Reviews Draft Version of Framework for K-12 Science Education	Catherine Mackey, ADE Science Specialist for Assessment and Curriculum, provided input to the National Research Council's Board on Science Education on the draft version of the Framework.	October 2010
October 2011	Agreement to Become a Lead State in the Development of NGSS	Dr. Tom Kimbrell, Arkansas Commissioner of Education, and Dr. Ben Mays, State Board of Education (SBE) Chair, signed the Lead State Agreement, committing Arkansas to act as one of the 26 lead states in the development of the Next Generation Science Standards (NGSS).	October 2011
November 2011	NGSS State Lead Named	Michele Snyder, ADE Science Specialist for Curriculum and Instruction, was named state lead during the NGSS development process.	November 2011
January 2012	NGSS Broad-Based Stakeholder Committee Meeting	The 39-member committee, composed of educators for Grades K-12, STEM business and industry leaders, career and technical educators, informal science educators, higher education representatives, and an Arkansas SBE member, met five times to review drafts of the NGSS. Feedback from these meetings was provided to the state-led team writing NGSS.	January 2013
January 2012	Collaboration with Multi-State Action Committees	Michele Snyder and Catherine Mackey, through the Council of State Science Supervisors (CS3) and Council of Chief State School Officers (CCSSO), collaborated with other lead state representatives in order to review drafts, provide input on assessment boundaries and clarification statements, and discussed the format of NGSS.	February 2013
April 2012	Licensure Alignment	Michele Snyder and Janie Hickman, ADE Curriculum and Instruction Unit specialists, met with representatives from the ADE Licensure Unit to make recommendations for the science competencies required for teachers seeking Grades K-6 licensure.	December 2012
May 2012	NGSS Public Comment Period by Arkansas Stakeholders	Arkansas educators were provided information to access the public releases of the draft standards and provide feedback.	January 2013

Working Document May 2014

April 2013	Final Version of *NGSS: For States, By States* Released to Public	www.nextgenscience.org	April 2013
May 2013	Licensure Alignment	Michele Snyder and Janie Hickman met with staff from the ADE Licensure Unit and representatives from higher education to make recommendations for the science competencies required for teachers seeking Grades 4-8 licensure.	October 2013
June 2013	Arkansas NGSS Review Committee	This 44-member committee, composed of K-12 educators, career and technical educators, and higher education representatives met for four days to review each standard in NGSS. A consensus of key questions focused on criteria of the standards, including engineering design and concepts, connections to the Common Core State Standards, instructional implications, and learning progressions.	June 2013
September 2013	Licensure Alignment	Michele Snyder met with staff from the ADE Licensure Unit and representatives from higher education to review science competencies required for teachers seeking licensure in secondary science.	January 2014

Working Document
May 2014

April 2014	ADE State Board Endorsement	The following announcement was shared with Arkansas educators via the CCSS ListServ: "We are excited to inform you of a unanimous vote by the Arkansas State Board of Education to endorse the use of the Next Generation Science Standards (NGSS) as a basis for the next stage of our work in the development of a new K - 12 Arkansas Science Curriculum Framework. The endorsement authorizes the Curriculum and Instruction Unit at the Arkansas Department of Education (ADE) to use the NGSS as a guide for our work as we build upon the great body of research and expertise that engaged in the development of NGSS and provides an opportunity for us to continue to work with our educators to make these standards our own. Committees of Arkansas educators will dive deeper into the NGSS performance expectations for K - 12 students, develop middle school pathways, and examine existing Arkansas standards and laws, as well as licensure needs, to create high school courses. Our goal is to prepare our students to know and apply science concepts to real-word situations when they graduate from high school. This work will take time. The first task for the ADE will be to develop a comprehensive roll-out plan, a detailed timeline, and a communication plan for new science curriculum frameworks. The Curriculum and Instruction Unit will work with representatives from K - 12, career education, higher education, industry, community and informal science educators to complete this work. Opportunities will be provided for public input and comment. As this work progresses, please remember that the current Arkansas Science Curriculum Frameworks and Science Benchmark and EOC Biology assessments will be in place for the 2014 - 2015 school year and beyond. Updates to this timeline will be included in our communications to schools. Helpful links: NGSS – www.nextgenscience.org ADE – Curriculum Frameworks for science – http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/frameworks/curriculum_categories/science "	April 2014
April 2014	Licensure Alignment	Dr. Tracy Tucker, Director of Curriculum and Instruction at ADE, and Catherine Mackey met with staff from the Licensure Unit at ADE and representatives from higher education to offer advice on options for changes in Praxis Assessment requirements for licensure in secondary physical science.	April 2014
May 2014	Expert Review	ADE will contract with two nationally-known science education experts to review the 2005 Arkansas Science Curriculum Frameworks and make recommendations for revisions to Arkansas's K-12 Science Curriculum Frameworks.	August 2014

Working Document
May 2014

September 2014	Stakeholder Input	ADE will administer surveys to educators of Grades K-12, post-secondary, workforce (Arkansas Department of Career Education [ACE]), and community members. These community members will include stakeholders from the business and technology industry, informal science education partners, other state agency representatives (e.g., Arkansas Game and Fish Commission [AGFC], Arkansas Department of Environmental Quality [ADEQ], Arkansas Natural Heritage Commission, etc.), and other interested parties.	September 2014
October 2014	K-8 Committee Work	ADE will form a committee of Arkansas teachers and instructional personnel from public schools, assisted by teachers from institutions of higher education. The committee will convene to review the external reports by outside content experts, review the survey results, and study reports from national groups and organizations. The scope of work for this committee will be to "...establish clear, specific, and challenging academic content standards which define what students shall know and be able to do in each content area." (ACA 6-15-404)	January 2015
April 2015	SBE Action Agenda Item	ADE Curriculum and Instruction Unit will prepare an action agenda item that petitions the SBE for adoption of Arkansas science standards for Grades 5-8.	April 2015
Spring 2015	Support Evaluation of Science Instructional Materials	ADE will provide tools and support to assist educators in the evaluation of Grades K-4 science instructional materials.	Ongoing
Summer 2015	9-12 Committee Work	ADE will form a committee of Arkansas teachers and instructional personnel from public schools, assisted by teachers from institutions of higher education. The committee will convene to review the external reports by outside content experts, review the survey results, and study reports from national groups and organizations. The scope of work for this committee will be to "...establish clear, specific, and challenging academic content standards which define what students shall know and be able to do in each content area." (ACA 6-15-404) This committee will make recommendations for ADE to consider changes for the Standards for Accreditation and graduation pathways.	August 2016

Working Document
May 2014

Summer 2015	Standards for Accreditation and Smart Core/Core Graduation Pathway	ADE Curriculum and Instruction Unit will compile guidance from the Grades 9-12 committee and share outcomes with the Commissioner of Education. These changes could include Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (July 2009), requirements for high school graduation (Smart Core/Core), required 38 course offerings for high schools, the K-12 curriculum area descriptors. The guidance will be needed before the committee reconvenes in 2016.	January 2016
Spring 2016	Support Evaluation of Science Instructional Materials	ADE will provide tools and support to assist educators in the evaluation of Grades 5-8 science instructional materials.	Ongoing
Summer 2016	9-12 Committee Work	The Grades 9-12 committee will meet to complete courses and finalize Grades 9-12 science standards.	Summer 2016
Summer 2016	K-12 Vertical Alignment	A subcommittee of the Grades K-8 and Grades 9-12 committees will meet to examine the *Arkansas K-12 Science Standards* to ensure vertical alignment.	Summer 2016
August 2016	K-4 Standards Implementation	The K-4 Arkansas science standards will be implemented.	Ongoing
Fall 2016	SBE Action Agenda Item	ADE Curriculum and Instruction Unit will prepare an action agenda item to request the SBE to consider the adoption of the 9-12 Arkansas science standards.	Fall 2016
Fall 2016	Licensure Alignment	ADE Curriculum and Instruction Unit science specialists will meet with the ADE Licensure Unit to discuss teacher preparation programs and possible changes needed to the current licensure requirements and higher education programs of study.	Fall 2016
Spring 2017	Alternate Secondary Course Pathways Committee	ADE will form a committee of public school educators, assisted by teachers from institutions of higher education, to develop alternate secondary course pathways (e.g., career and technical, advanced, STEM).	Summer 2017
Spring 2017	Support Evaluation of Science Instructional Materials	ADE will provide tools and support to assist educators in the evaluation of secondary science instructional materials.	Ongoing
August 2017	5-8 Standards Implementation	The 5-8 Arkansas science standards will be implemented.	Ongoing
Fall 2017	SBE Action Agenda Item	ADE Curriculum and Instruction Unit will prepare an action agenda item for the SBE to consider approval of alternate secondary course pathways.	Fall 2017

Working Document May 2014

ASSESSMENT

Successful implementation of the *Arkansas K-12 Science Standards* requires assessments that include the processes used to measure student progress toward attainment of the standards and the ongoing learning in the classroom.

Start Date	Task Title	Description	Completion Date
2013	National Research Council (NRC) Report Released	The National Research Council (NRC) Board on Testing and Assessment released the report *Developing Assessments for the Next Generation Science Standards.*	2013
2013	Conclusion 1 from the NRC Report	Measure the three-dimensional science learning included in the framework and the NGSS assessment tasks to examine student performance of scientific and engineering practices in the context of disciplinary core ideas and crosscutting concepts.	2013
2013	Conclusion 2 from the NRC Report	The NGSS requires assessment tasks be designed to accurately locate students along a sequence of progressively more complex understandings of core ideas and more sophisticated applications of practices and crosscutting concepts.	2013
2013	Conclusion 3 from the NRC Report	The NGSS place significant demands on science learning at all grade levels. It is not feasible to assess all the performance expectations for a given grade level with any one assessment. Students will need multiple and varied assessment opportunities to demonstrate their competency on the performance expectations for a grade level.	2013
2013	Conclusion 4 from the NRC Report	Effective evaluation of three-dimensional science learning requires more than a one-to-one mapping between the NGSS performance expectations and assessment tasks. More than one assessment task may be needed to adequately assess mastery of some performance expectations, and any given assessment task may assess aspects of more than one performance expectation. In addition, to assess both understanding of core knowledge and facility with a practice, assessments may need to probe student use of a given practice in more than one disciplinary context. Assessment tasks that attempt to test practices in strict isolation from one another may not be meaningful as assessments of the three-dimensional science learning called for by the NGSS.	2013

Working Document
May 2014

2013	Science Assessment Symposium	ADE Student Assessment Unit staff members Catherine Mackey, Susan Gray, Suzanne Knowles, and Kevin Beaumont attended the Science Assessment Symposium to identify best practices for science assessment as outlined by the NRC report.	2013
2013	CCSSO Science State Collaborative on Assessment and Student Standards (SCASS)	Catherine Mackey and Michele Snyder collaborate with other state education agencies (SEA) science supervisors to identify examples of performance-based science assessment tasks that could be used formatively.	2014
2014	Current Arkansas Assessments Continue	The 2014 Science NCLB Assessments were administered to students in Grades 5 and 7 and Biology.	April 2014
2014	Current Science Assessment Contract Extension	Discussions regarding the possible extension of the current science assessment contract are ongoing.	Ongoing
2015	Evaluate Current Science Assessment	The ADE Student Assessment Unit will collect and review best practices for transitioning science assessments aligned with *Arkansas K-12 Science Standards*.	2015
2015	Investigate Potential Next Generation Science Assessments	The ADE Student Assessment Unit in collaboration with the Curriculum and Instruction Unit will investigate potential avenues for development of science assessment tasks (i.e., grants, vendors, consortia, collaboratives).	2016
2015	Current Arkansas Assessments Continue	The 2015 Science NCLB Assessments will be administered to students in Grades 5 and 7 and Biology.	2015
2016	Current Arkansas Assessments Continue	The 2016 Science NCLB Assessments administered to students in Grades 5 and 7 and Biology.	2016
2016	Select Option for Development of Next Generation Science Assessments	The ADE Student Assessment Unit will propose a revision of the assessment for the *Arkansas K-12 Science Standards*.	2016
2016	Development of Arkansas Science Assessments Continue	Arkansas K-12 educators will engage in the work to develop items and/or tasks for science assessments.	2016
2016	Next Generation Science Assessment Development	As feasible, embed field-test items or tasks aligned to the Arkansas K-12 Science Standards into the current Science No Child Left Behind (NCLB) Assessments. If necessary, develop a stand-alone field test.	2016

Working Document
May 2014

2017	Engage Arkansas Educators in the Review of Assessment Items/Tasks	If possible, operational assessments aligned to new the *Arkansas K-12 Science Standards* will be administered at one grade level from elementary, middle, and high school.	Ongoing
2018	Field Test New Science Assessment Items/Tasks	As feasible, embed field-test items or tasks aligned to the Arkansas K-12 Science Standards into the current Science No Child Left Behind (NCLB) Assessments. If necessary, develop a stand-alone field test.	2018
2019	Implement New Science Assessments	Operational assessments aligned to the *Arkansas K-12 Science Standards* will be administered at elementary, middle and high school levels	Ongoing

Working Document
May 2014

PROFESSIONAL DEVELOPMENT

Successful implementation of the Arkansas K-12 Science Standards requires professional development that takes a "comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness" in guiding student learning (National Staff Development Council, 2010).

Start Date	Task Title	Description	Completion Date
2011	Picture Book Science Training	This two-day Grades K-6 training combines science and reading to equip teachers with strategies to integrate science and reading in the elementary/middle school classroom. These strategies included but were not limited to inquiry-based lesson development, content literacy strategies, science vocabulary, 5-E Instructional Model, high-yield assessment strategies.	Ongoing
April 2012	NSTA Conference	ADE, educational cooperative, and STEM Center science specialists attended and/or presented sessions on the three dimensions of the *Framework for K-12 Science Education* at the National Science Teachers Association(NSTA) Conference. Findings and results from Arkansas work were shared.	April 2012
Spring 2012	*Framework for K-12 Science Education*, Train-the-Trainer Model Training	A one-day introductory workshop was developed by ADE and presented to all educational cooperative and STEM Center science specialists.	Ongoing
May 2012	NGSS First Public Draft	Michele Snyder and all educational cooperative and STEM Center science specialists reviewed the first public draft of NGSS.	June 2012
May 2012	Planning for New Science Standards Workshop I: Introduction to Framework for K-12 Science Education	A statewide professional development presented by educational cooperative and STEM Center science specialists was offered to all Grades K- 12 science teachers through the educational cooperatives and STEM Centers.	Ongoing

Working Document May 2014

Summer 2012	ACE Summer Conference, Arkansas Association of Alternative Educators (AAAE) Summer Conference, and Retreat for Division of Youth Services (DYS) teaching staff	Michele Snyder presented sessions on the *Framework for K-12 Science Education*.	Summer 2012
July 2012	Swifton School District	Michele Snyder presented a session on the *Framework for K-12 Science Education*.	July 2012
August 2012	Little Rock School District	Michele Snyder and Catherine Mackey presented a session on the *Framework for K-12 Science Education*.	August 2012
September 2012	Training for Science Specialists	Jane Dearworth, ADE Professional Development Unit Literacy Program Manager, and Michele Snyder presented in-depth training sessions to the educational cooperative and STEM Center science specialists at regularly-scheduled meetings to examine conceptual shifts in science education, based upon the *Framework for K 12 Science Education*.	Ongoing
November 2012	Arkansas Curriculum Conference (ACC)	Michele Snyder and Catherine Mackey presented a session on the *Framework for K-12 Science Education*.	November 2012
November 2012	Arkansas Association of Curriculum & Instruction Administrators (AACIA) Fall Conference	Michele Snyder and Catherine Mackey presented a session on the *Framework for K-12 Science Education*.	November 2012
January 2013	NGSS Second Public Draft Workshops at Educational Cooperatives and STEM Centers	Educational cooperative and STEM Center science specialists organized after-school workshops for teachers, administrators, higher education faculty, and parents to facilitate an opportunity for feedback on the final public draft of NGSS.	January 2013

Working Document May 2014

February 2013	NGSS Final Draft Released; Training-of-Trainers Conducted	Jane Dearworth and Michele Snyder presented training to the STEM Center and educational cooperative science specialists on the final version of the NGSS. Focus areas included the disciplinary core ideas, crosscutting concepts and practices, as well as research and information to support implementation.	May 2013
April 2013	Next Generation Science Exemplar (NGSX) Pilot Meeting	Dr. Patricia Conner, ADE Data Literacy Specialist, and Michele Snyder attended state pilot training with the NGSX creators, Dr. Sarah Michaels from Clark University, Dr. Jean Moon from the Tidemark Institute, and Dr. Brian Reiser from Northwestern University, along with representatives from other interested states.	April 2013
May 2013	NGSX	Arkansas was accepted as one of twelve states to pilot a blended (web-based and face-to-face) professional development opportunity to engage teachers in the major ideas of the NRC's *Framework for K-12 Science Education* and the student performance expectations found in the NGSS.	May 2013
Summer 2013	Statewide Professional Development	Statewide professional development presented by educational cooperative and STEM Center science specialists was offered to all Grades K-12 science teachers through the educational cooperatives and STEM Centers.	Ongoing
September 2013	NGSX Training-of-Trainers Professional Development	Science specialists from the twelve university STEM Centers and ADE participated in the NGSX pilot. Training of one module was completed during the Professional Development Unit meetings held at Arch Ford Educational Cooperative and prepared specialists to facilitate NGSX professional development.	December 2013
October 2013	21st Century Community Learning Centers (CCLC) Conference	Catherine Mackey and Michele Snyder presented *Planning for New Science Standards* to conference attendees responsible for implementing after-school programs.	October 2013
November 2013	AACIA Fall Conference and Arkansas Curriculum Conference (ACC)	Catherine Mackey and Michele Snyder presented *Planning for New Science Standards* to conference attendees responsible for implementing after-school programs.	November 2013

Working Document
May 2014

January 2014	NGSX Pilot with Classroom Teachers	Science specialists from the STEM Centers at UAFS, UAM, and ASU-Delta, with support from additional STEM Center science specialists, facilitated the NGSX pilot session with science teachers. Approximately thirty teachers met for five days to complete the NGSX module. This module was designed to strengthen teachers' understanding of key physical science concepts, engage them in the scientific and engineering practices, and provide tools and strategies to support productive dialogue in the science classroom.	May 2014
February 2014	ADE Professional Development Science Program Manager Hired	Catherine Mackey became the K-12 Professional Development Program Manager for Science, a position vacant since 2009. The Program Manager develops statewide science professional development that supports the *Arkansas K-12 Science Standards* and works closely with the educational cooperative and STEM Center science specialists to move science education forward across Arkansas.	Ongoing
March 2014	Engagement of External Providers for Science Professional Development	ADE consulted other state educational agency science specialists to recommend science education research associates and external providers to inform the drafting of a systemic science professional development plan.	March 2014
April 2014	Contract with K-12 Alliance/WestEd	The ADE Professional Development Unit contracted with trainers from the K-12 Alliance at WestEd to provide training to the ADE, educational cooperative and STEM Center science specialists. The goal of this four-day training was to enhance each specialist's understanding of pedagogical techniques, such as questioning and discussion strategies, which will support classroom instruction that blends science content, science and engineering practices, and crosscutting concepts.	May 2014
May 2014	Training for Science Specialists on Statewide Workshop I and II	Catherine Mackey and Michele Snyder worked with educational cooperative and STEM Center science specialists to ensure fidelity in the implementation of statewide science professional development to be offered in the summer of 2014. This opportunity provided time for understanding of the professional development designed for Grades K-12 educators that must embrace the practices, disciplinary core ideas, and crosscutting concepts based on the *Framework for K-12 Science Education*.	May 2014

Working Document May 2014

Summer 2014	Statewide Workshop II: Planning for New Science Standards	This two-day face-to-face professional development opportunity with follow-up support will be based on the professional learning provided through sessions with K-12 Alliance/WestEd. Teachers will be introduced to a conceptual flow model designed to build a deeper understanding of the scientific and engineering practices and crosscutting concepts. Science specialists will provide support for the use of the model by participating teachers throughout the 2014-2015 school year.	Ongoing
Summer 2014	Outreach to Partners	Catherine Mackey and Michele Snyder will reach out to various partner organizations across the state to increase awareness of the large body of research supporting the development of the new *Arkansas K-12 Science Standards*.	Ongoing
May 2014	Contract with External Provider	The ADE Professional Development Unit, in consultation with the Curriculum and Instruction Unit, will explore contracting with an external provider to provide training to the educational cooperative and STEM Center science specialists. The goal of this training would be to continue the enhancement of each specialist's understanding of pedagogical techniques, such as questioning and discussion strategies, to support classroom instruction that blends science content, science and engineering practices, and crosscutting concepts.	July 2014
Fall 2014	Plan for Rollout of K-4 Specific Professional Development	ADE staff will work with ArkansasIDEAS and the existing Science Core Team, formed by the ADE Professional Development Unit, to develop a plan to roll out Grades K-4 professional development to support the implementation of Arkansas's new science standards. This training will begin in October 2015 and conclude by May 2016.	Winter 2015
Fall 2014	Evaluation of Professional Development Data from Summer 2014	Kevin Beaumont, Coordinator of the Professional Development Unit, Catherine Mackey, and Michele Snyder will review the participation data and evaluation data from the statewide professional development offered in the summer of 2014. This data will be shared with educational cooperative and STEM Center specialists, Teacher Center Coordinators (TCC), and the Science Standards Core Team.	Fall 2014
September 2014	Training for Science Specialists	Catherine Mackey and Michele Snyder, possibly in partnership with an external provider, will work with educational cooperative and STEM Center science specialists to support modeling the changes in science instructional practices required for implementation of new science standards.	May 2015

Working Document
May 2014

Summer 2015	Statewide Planning for Grade-Band Specific Professional Development for New Science Standards	This multiple-day face-to-face professional development opportunity with follow-up support will be provided by grade bands (K-4, 5-8, and 9-12). Teachers will be introduced to the new Arkansas science standards and will build a deeper understanding of the scientific and engineering practices and crosscutting concepts. Science specialists will provide support for the transition to the new standards with participating teachers throughout the 2015-2016 school year.	Ongoing
2015	Expansion of NGSX	If funding is available from the National Science Foundation for Phase 2 of the NGSX project, ADE will continue work with Clark University, Northwestern University, and Tidemark Institute to provide professional development through educational cooperative and STEM Center specialists around the state.	Ongoing
Fall 2015	Planning for Grades 5-8 Summer Professional Development	ADE and ArkansasIDEAS will roll out grade-band specific professional development to support the implementation of Arkansas's new science standards. This training will begin in October 2015 and conclude by May 2016.	2016
Fall 2016	Revising and Updating Summer 2017 Professional Development	ADE and ArkansasIDEAS will roll out grade-band specific professional development to support the implementation of Arkansas's new science standards.	2017
Fall 2016	Planning for Grades 9-12 Summer Professional Development	ADE and ArkansasIDEAS will roll out grade-band specific professional development to support the implementation of Arkansas's new science standards. This training will begin in October 2016 and conclude by May 2017.	2016
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Working Document May 2014

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Working Document May 2014

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Working Document May 2014

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Working Document
May 2014

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Working Document May 2014

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Working Document
May 2014

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Working Document May 2014

COMMUNICATIONS

Successful implementation of *Arkansas's K-12 Science Standards* requires a focus on communication, a process stakeholder engagement, and sharing of accurate information that leads to a clearer, common understanding.

Start Date	Task Title	Description	Completion Date
April 2012	Science Compressed Interactive Video (CIV)	An update was presented on science standards development in Arkansas.	2012
May 2012	Arkansas NGSS WIKI	The Arkansas NGSS WIKI was launched on www.arkansasngss.pbworks.com and is used as a communication tool with educational cooperative and STEM Center science specialists across the state, as well as interested science educators.	Ongoing
November 2012	NGSS Public Draft Announcement	The release of last public draft of NGSS was disseminated through the CCSS ListServ.	2012
January 2013	NGSS Public Draft Announcement	The announcement for public comment period on the last public NGSS draft was disseminated through the CCSS ListServ.	2013
January 2013	Arkansas STEM Coalition Presentations	Michele Snyder was appointed to the Arkansas STEM Coalition Board of Directors and shared Arkansas's work as a lead state to develop the NGSS. Michele Snyder continues to update the board on the process for developing the *Arkansas K-12 Science Standards*.	Ongoing
April 2013	NGSS Released	The final version of NGSS was released.	2013
Spring 2013	Internal Communication: Learning Services Division Meeting	ADE Director of Curriculum and Instruction shared information about the development and implementation of new science standards with ADE Division of Learning Services (DLS) unit leaders. DLS unit leaders were encouraged to share information with staff in each unit. This will continue through the process of developing the *Arkansas K-12 Science Standards*.	Ongoing
July 2013	Frequently Asked Questions (FAQs)	FAQs about the *Arkansas K-12 Science Standards* were posted on ADE webpage (http://tinyurl.com/kgovwba) and will be updated regularly beginning in the summer of 2014.	Ongoing
February 2014	Arkansas STEM Coalition Presentations	Dr. Tom Kimbrell addressed the Arkansas STEM Coalition to inform the group on the status of science standards. ADE staff will continue to provide updates on the status of the development and implementation of science standards at each meeting, as allowed.	Ongoing
April 2014	SBE Announced NGSS Endorsement	ADE announced the SBE's unanimous vote to endorse NGSS. Information was shared through CCSS ListServ, Twitter, and Facebook.	2014

Working Document May 2014

April 2014	Science Standards Timeline Document	The *Arkansas K-12 Science Standards Timeline* was released after SBE approval.	Ongoing
May 2014	Invitational Symposium: "Next Generation Science Teacher Preparation in Arkansas"	Michele Snyder presented plans for *Arkansas K-12 Science Standards* at the Science Invitational Symposium at the University of Central Arkansas. The meeting was sponsored by the Arkansas STEM Coalition and the Parks Family Professorship in Science Education, University of Arkansas Fayetteville.	May 2014
June 2014	Updates to the State Board of Education	Beginning in June 2014, ADE staff will provide updates on progress toward the development and implementation of the *Arkansas K-12 Science Standards* to the State Board of Education at each monthly meeting.	Ongoing
June 2014	Briefing of State Legislature	ADE representatives have been invited to brief the House and Senate Education Committees to discuss the timeline for development and implementation of the *Arkansas K-12 Science Standards*.	2014
June 2014	Launch Webpage	The *Arkansas K-12 Science Standards* page and information will be posted on www.arkansased.org.	Ongoing
August 2014	Posting of Science Logo	Logo for Arkansas K-12 Science Standards will be posted on www.ideas.aetn.org. This site will be used to house professional development created during this plan.	Ongoing
June 2014	Science Update Back-to-School Video	ADE Curriculum and Instruction and Professional Development Units will work with ArkansasIDEAS to film and post a ten-minute video informing schools on the process of developing science standards and the standards implementation timeline. The video will then be posted on the science page of the ADE website and a DVD copy mailed to every district superintendent and educational cooperative.	August 2014
August 2014	Newsletter or Electronic Updates	ADE will create and disseminate a newsletter or electronic updates highlighting the progress made in the work to develop the *Arkansas K-12 Science Standards*. Updated information will be posted on the ADE website with other related information.	Ongoing
Fall 2014	Round Table Discussions with Directors and TCCs from Educational Cooperatives	ADE Curriculum and Instruction and Professional Development Units will hold regular, interactive, remote meetings with educational cooperatives and STEM Center Directors and TCCs to maintain dialogue related to the new science standards.	Ongoing

Working Document
May 2014

Fall 2014	Key Stakeholders Engagement	Key stakeholders in business, informal science educators, and ACE educators will be identified and formally asked to engage in this work.	Ongoing
Fall 2014	Communications Toolkit	Achieve, Inc. and Widmeyer Communications will work with ADE to provide communication support to stakeholders.	Ongoing
Summer 2015	Presentation at English Language Learner (ELL) Conference	ADE Curriculum and Instruction and Professional Development Units will work through the Arkansas ELL Academies to share progress made in the development of the *Arkansas K-12 Science Standards*.	2015
September 2015	ArkansasIDEAS Exemplary Science Video Series	ADE, in cooperation with ArkansasIDEAS, will video multiple exemplary science lessons taught in Arkansas classrooms with an initial focus on Grades K-4 lessons.	March 2016

Working Document
May 2014

Partners in the Work

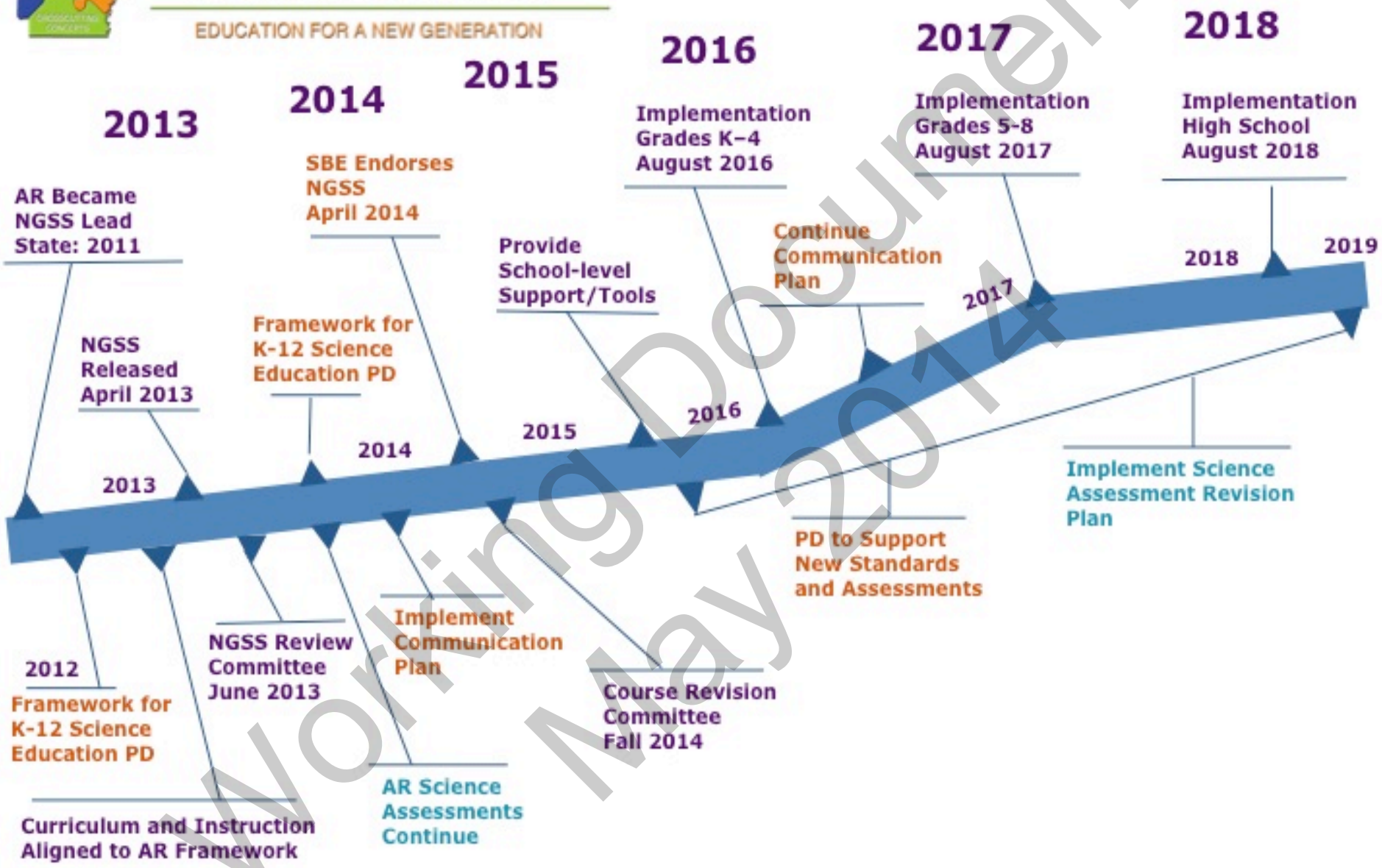
Date	Task Title	Partner Organizations and Participants
January 2012	NGSS Broad-based Stakeholder Committee Meeting	Harding University, Drew Central School District, Arkansas Advanced Initiative for Math and Science (AAIMS), UAFS STEM Center, Arkansas Science Teachers Association (ASTA), AT & T, Rogers School District, Harrison School District, UAF STEM Center, ASU STEM Center - Delta, Nettleton School District, Alpena School District, Pocahontas Community College, AR STEM Coalition, Conway School District, Stuttgart School District, Sheridan School District, Magnolia School District, El Dorado School District, ASU STEM Center - Rural, UAF College of Biology, UAM College of Science, UALR U-Teach, UAF College of Engineering, Arkansas Career Education (ACE), EAST Initiative, Arkansas Natural Heritage Commission, Arkansas Science & Technology Authority (ASTA), UCA College of Biology, Clarksville School District, HSU STEM Center, Arkansas Game and Fish Commission
June 2013	Arkansas NGSS Review Committee	UCA College of Natural Sciences and Mathematics, Bentonville School District, Greenbrier School District, Rogers School District, Mayflower School District, West Memphis School District, UAF U-Teach, Arkansas Distance Learning School (Virtual Arkansas), Monticello School District, Little Rock School District, Harrisburg School District, Star City School District, Fort Smith School District, Mineral Springs School District, Barton-Lexa School District, Osceola School District, Lake Hamilton School District, Atkins School District, McGehee School District, Mountain Home School District, Bryant School District, Benton School District, Hot Springs School District, UALR College of Education, UAFS College of Natural Sciences, North Little Rock School District, North Arkansas College/NorthArk Technical Center, Norfork School District, Gentry School District, White County School District, UAMS, UAF College of Geosciences, Jonesboro School District

Working Document
May 2014

ARKANSAS K-12 SCIENCE STANDARDS

EDUCATION FOR A NEW GENERATION

Science Standards Timeline



Curriculum and Instruction **Assessment** **Professional Development**

Working Document May 2014

ARKANSAS DEPARTMENT OF EDUCATION
RULES IDENTIFYING AND GOVERNING
THE ARKANSAS FISCAL ASSESSMENT AND ACCOUNTABILITY PROGRAM
~~October 2012~~

1.00 AUTHORITY

1.01 The Arkansas State Board of Education enacted these rules pursuant to Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 6-20-1901 et seq., ~~and~~ Ark. Code Ann. § 25-15-201 et seq. and Act 600 of 2013.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Fiscal Assessment and Accountability Program.

2.00 PURPOSE

2.01 The purpose of these rules is to establish how the Department and State Board will evaluate, assess, identify, classify and address school districts in fiscal distress.

3.00 DEFINITIONS

3.01 "Annexation"– the joining of an affected school district or part of an affected school district with a receiving district pursuant to Ark. Code Ann. § 6-13-1401 et seq.

3.02 "Capital Outlay Expenditures" – land, land improvements, buildings, infrastructure and equipment having a unit value of $1,000 or more and a life expectancy of more than one year.

3.03 "Consolidation" - the joining of two (2) or more school districts or parts of the districts to create a new single school district pursuant to Ark. Code Ann. § 6-13-1401 et seq.

3.04 "Current Year Expenditures" - the total expenditures accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.

3.05 "Current Year Revenues" - the total revenues accruing to the combined teacher salary, operating, and debt service funds, excluding restricted funds.

3.06 "Day" – unless otherwise set forth in these rules, a calendar day, regardless of whether it is a day the Department conducts official governmental business.

3.07 "Debt" – a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the district.

3.08 "Declining Balance" – balance resulting when current year expenditures exceed current year revenues.

3.09 "Department" - the Arkansas Department of Education.

3.10 "The Fiscal Distress Financial Improvement Plan (Plan)" - the written plan submitted by a district classified in fiscal distress and approved by the Department to be implemented by the district addressing each indicator of fiscal distress identified by the Department and the State Board with a specific corrective action plan and timeline.

3.11 "Fiscal Distress Status" – the status of a public school district determined (identified) by the Arkansas Department of Education and classified by the State Board as being placed in fiscal distress status pursuant to Ark. Code Ann. § 6-20-1901 et seq. and these rules.

3.12 "Fiscal Integrity" - to comply with financial management, accounting, auditing, and reporting procedures and facilities management procedures as required by state and federal laws and regulations in a forthright and timely manner.

3.13 "Jeopardize" - to expose to loss or injury or peril.

3.14 "Material Failure, Violation, Default, or Discrepancies" – an act, omission, event, circumstances or combination thereof that directly jeopardizes the fiscal integrity of a school district.

3.15 "Non-Material Failure, Violation, Default, or Discrepancies" – an act, omission, event, circumstance, or combination thereof, that does not directly jeopardize the fiscal integrity of a school district, but without intervention could place the school district in fiscal distress.

3.16 "Public School or School District" - a public school or school district created or established pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. § 6-15-501; Ark. Code Ann. § 9-28-205 and Ark. Code Ann. § 12-29-301 et seq., or other provisions of Arkansas law.

3.17 "Reconstitution" – the reorganization of the administrative unit or the governing school board of directors of a school district, including, but not limited to, the replacement or removal of a current superintendent or the removal or replacement of a current school board of directors or both;

3.18 "Restricted Funds" – funds accruing to the teacher salary, operating and debt service funds that can be used only for specific purposes as stated in law or in accordance with a grant award (such as NSLA, ALE, ELL, Professional Development).

3.19 "School Year" - a school year beginning July 1 of one calendar year and ending June 30 of the following calendar year.

3.20 "State Board" - the Arkansas State Board of Education.

4.00 INDICATORS OF FISCAL DISTRESS

4.01 A school district meeting any of the following criteria may be identified by the Department to be a school district in fiscal distress upon final approval by the State Board:

4.01.1 A declining balance determined to jeopardize the fiscal integrity of a school district. However, capital outlay expenditures for academic facilities from a school district balance shall not be used to put the school district in fiscal distress.

4.01.2 An act or violation determined to jeopardize the fiscal integrity of a school district, including without limitation:

4.01.2.1 Material failure to properly maintain school facilities;

4.01.2.2 Material violation of local, state, or federal fire, health, or safety code provisions or law;

4.01.2.3 Material violation of local, state, or federal construction code provisions or law;

4.01.2.4 Material state or federal audit exceptions or violations;

4.01.2.5 Material failure to provide timely and accurate legally required financial reports to the Department, the Division of Legislative Audit, the General Assembly, or the Internal Revenue Service;

4.01.2.6 Insufficient funds to cover payroll, salary, employment benefits, or legal tax obligations;

4.01.2.7 Material failure to meet legally binding minimum teacher salary schedule obligations;

4.01.2.8 Material failure to comply with state law governing purchasing or bid requirements;

4.01.2.9 Material default on any school district debt obligation;

4.01.2.10 Material discrepancies between budgeted and actual school district expenditures;

4.01.2.11 Material failure to comply with audit requirements; or

4.01.2.12 Material failure to comply with any provision of the Arkansas Code that specifically places a school district in fiscal distress based on noncompliance; or

4.01.3 Any other fiscal condition of a school district deemed to have a material detrimental negative impact on the continuation of educational services by that school district.

5.00 CLASSIFICATION OF FISCAL DISTRESS STATUS

5.01 Those school districts identified by the Department as being in fiscal distress shall be classified as school districts in fiscal distress upon final determination (classification) by the State Board.

5.02 Any school district classified as in fiscal distress shall be required to publish at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district the school district's classification as a school district in fiscal distress and the reasons why the school district was classified as being in fiscal distress.

5.02.1 The district shall publish this announcement within 30 days of the final classification by the State Board.

5.02.2 The newspaper of general circulation may be either a daily or weekly newspaper.

5.03 The provisions of subsections 5.01 and 5.02 of these rules are effective after the school district's appeal rights in Ark. Code Ann. § 6-20-1905 and section 6.00 of these rules have been exhausted.

6.00 NOTIFICATION AND APPEAL

6.01 The Department shall provide written notice, via certified mail, return receipt requested, to the president of the school board of directors and the superintendent of each school district identified as being in fiscal distress.

6.01.1 The Department shall provide the notice on or before March 30 of each year.

6.01.2 At any time after March 30, the Department may identify a school district as being in fiscal distress if the Department discovers that a fiscal condition of a school district negatively impacts the continuation of educational services by the school district. If this identification occurs, the Department shall immediately provide the same notice described in section 6.01 of these rules.

6.02 Any school district identified in fiscal distress status may appeal to the State Board by filing a written appeal with the Office of the Commissioner of Education, by certified mail return receipt requested, within thirty (30) days of receipt of notice of being identified in fiscal distress status from the Department.

6.03 The State Board shall hear the appeal within sixty (60) days of receipt of the written notice of appeal from the school district.

6.04 The written appeal shall state in clear terms the reason why the school should not be classified as in fiscal distress.

6.05 Notwithstanding any appeal rights in Ark. Code Ann. § 6-20-1901 et seq. and these rules, no appeal shall stay the Department's authority to take action to protect the fiscal integrity of any school district identified as in fiscal distress.

6.06 The following procedures shall apply to State Board hearings involving school districts that appeal a fiscal distress identification by the Department:

6.06.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

6.06.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district identified as a district in fiscal distress should be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.

6.06.3 The appealing school district shall have up to thirty (30) minutes to present its case to the State Board as to why the school district should not be classified as a school district in fiscal distress. The Chairperson of the State Board may allow additional time if necessary.

6.06.4 The State Board may pose questions to any party at any time during the hearing.

6.06.5 The State Board shall then discuss, deliberate and vote upon the matter of the classification of fiscal distress.

6.06.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

6.06.7 The State Board shall issue a written order concerning the matter.

6.07 The decision of the State Board shall be a final order, and there is no further right of appeal except that the school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

7.00 FISCAL DISTRESS IMPROVEMENT PLAN

7.01 Those school districts classified by the State Board as being in fiscal distress shall file, with the Department within ten (10) days after the final classification, a written fiscal distress financial improvement plan to address any area in which the school district is experiencing fiscal distress as identified by the Department.

7.01.1 The plan shall contain, at a minimum, the following elements:

7.01.1.1 Identification of each indicator of fiscal distress;

7.01.1.2 Specific corrective action steps for each indicator of fiscal distress;

7.01.1.3 A timeline for the completion of each corrective action step;

7.01.1.4 Additional corrective action steps the school district proposes to take; and

7.01.1.5 A timeline for each additional corrective action step proposed by the school district.

7.01.2 The Department is authorized to review and amend the plan submitted by the school district.

7.01.3 The Department may edit, amend, update, or replace the plan at any time deemed appropriate.

7.01.4 The school district shall be given notice of the edited, amended, updated, or replacement plan criteria.

7.01.5 The district may appeal any edit, amendment or replacement of a plan by filing its written notice of appeal (which must include an explanation of its concerns) with the Commissioner of Education's Office within ten (10) days of receipt of the notice required in subsection 7.01.4. The appeal shall be heard at the next State Board meeting, and the State Board's decision shall be final.

7.02 Each school district shall seek and obtain approval of its plan from the Department and shall describe how the school district will remedy those areas in which the school district is experiencing fiscal distress and shall establish the time period by which the school district will remedy all criteria which placed the school district in fiscal distress status.

7.03 A school district in fiscal distress may only petition the State Board for removal from fiscal distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in fiscal distress and has complied with all Department recommendations and requirements for removal from fiscal distress.

7.04 Except as set forth in Ark. Code Ann. § 6-20-1910(d) and Section 10.05 of these Rules, a ~~No~~ school district shall not be allowed to remain in fiscal distress status for more than ~~two (2)~~ five (5) consecutive school years from the date that the school district was classified as being in fiscal distress status.

7.05 Any school district classified as being in fiscal distress status shall be required to receive on-site technical evaluation and assistance from the Department.

7.06 The Department shall evaluate and make written recommendations to the district superintendent regarding staffing and fiscal practices of the school district.

7.07 The written recommendations of the Department shall be binding on the school district, the superintendent and the school district board of directors.

7.08 Every six (6) months, the Department shall submit a written evaluation on the status of each school district in fiscal distress to the State Board.

7.09 The Department may petition the State Board at any time for the consolidation, annexation, or reconstitution of a school district in fiscal distress or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules in order to secure and protect the best interest of the educational resources of the state or to provide for the best interests of students in the school district. The State Board may approve the petition or take other appropriate action as allowed by Ark. Code Ann. § 6-20-1901 et seq. and these rules.

7.10 Except as set forth in Ark. Code Ann. § 6-20-1910(d) and Section 10.05 of these Rules, ~~The~~ the State Board shall consolidate, annex, or reconstitute any school district that fails to remove itself from the classification of a school district in fiscal distress within ~~two (2)~~ five (5) consecutive school years of ~~receipt of notice of identification~~ classification of fiscal distress status ~~by the Department~~ unless the State Board, at its discretion, issues a written finding supported by a majority of the State Board, explaining in detail that the school district could not remove itself from fiscal distress due to impossibility caused by external forces beyond the school district's control.

8.00 DEBT ISSUANCE

8.01 No school district identified in fiscal distress may incur any debt without the prior written approval of the Department.

9.00 DEPARTMENT FISCAL DISTRESS ACTIONS

9.01 In addressing school districts in fiscal distress, the ~~Department~~ Commissioner of Education may ~~take any number of the following actions~~:

9.01.1 ~~Require the superintendent to relinquish all administrative authority with respect to the school district~~ Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and~~;~~:

9.01.1.1 Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner; and

9.01.1.2 Compensate nondepartment agents operating the school district from school district funding;

~~9.01.2 Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education, and to compensate non-department agents operating the school district from school district funding;~~

~~9.01.3 Call for the temporary suspension of the local school board of directors;~~

9.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise recognized by law;

9.01.~~4~~3 Require the school district to operate without a ~~local school~~ board of directors under the supervision of the local superintendent or an individual or panel appointed by the Commissioner of Education;

9.01.4 Waive the application of Arkansas law or the corresponding State Board of Education rules with the exception of:

9.01.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and

9.01.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq;

9.01.5 Petition the State Board of Education for the annexation, consolidation, or reconstruction of the school district;

9.01.6 In the absence of a school district board of directors, assume all authority of the board of directors as designated by the State Board of Education as may be necessary for the day-to-day operation of the school district;

9.01.~~5~~7 ~~Place~~ Return the administration of the school district ~~over~~ to the former board of directors or to a newly elected ~~school~~ board of directors~~; or~~ if:

9.01.7.1 The Department certifies in writing to the State Board of Education and to the school district that the school district has corrected all issues that caused the classification of fiscal distress; and

9.01.7.2 The State Board of Education determines the school district has corrected all issues that caused the classification of fiscal distress.

9.01.7.3 If the Commissioner calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

9.01.8 Otherwise reconstitute the school district; or

9.01.~~6~~9 Take any other action allowed by law that is deemed necessary to assist a school district in removing ~~criteria~~ the classification of fiscal distress.

9.02 The Department may impose various reporting requirements on the school district. The Department may review any and all school district records and documents.

9.03 The Department shall monitor the fiscal operations and accounts of the school district.

9.04 The Department shall require school district staff and employees to obtain fiscal instruction or training in areas of fiscal concern for the school district.

10.00 STATE BOARD ACTIONS

10.01 After a public hearing, the State Board of Education shall consolidate, annex, or reconstitute the school district in fiscal distress to another school district or school districts upon a majority vote of a quorum of the members of the State Board as permitted or required by Ark. Code Ann. § 6-20-1901 et seq. and these rules.

10.01.1 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the Department may petition the State Board for the consolidation, annexation, or reconstitution of a school district in fiscal distress pursuant to Ark. Code Ann. § 6-20-1908 and subsection 7.09 of these rules.

10.01.2 After providing thirty (30) days written notice, via certified mail, return receipt requested, to the superintendent and the president of the school board of directors, the State Board, on its own motion, may consolidate, annex, or reconstitute the school district in fiscal distress as set forth in Ark. Code Ann. § 6-20-1910 and subsection 10.01 of these rules.

10.02 The following procedures shall apply to State Board hearings concerning the consolidation, annexation or reconstitution of a school district in fiscal distress:

10.02.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

10.02.2 The Department shall have up to thirty (30) minutes to present its case to the State Board as to why the school district classified as a district in fiscal distress should be consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.3 School districts and citizens' groups opposing the consolidation, annexation or reconstitution shall have up to a combined thirty (30) minutes to present their cases to the State Board as to why the school district classified as a district in fiscal distress should not be consolidated, annexed or reconstituted. The Chairperson of the State Board may allow additional time if necessary.

10.02.4 The State Board may pose questions to any party at any time during the hearing.

10.02.5 The State Board shall then discuss, deliberate and vote upon the matter of the consolidation, annexation or reconstitution of the school district classified as a district in fiscal distress.

10.02.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

10.02.7 The State Board shall issue a written order concerning the matter.

10.02.8 If the State Board of Education orders the annexation or consolidation of a school district in fiscal distress, the order shall, as appropriate, dissolve existing school districts and establish receiving or resulting school districts. The order shall also establish the boundary lines of the receiving or resulting school district or school districts. The State Board shall file the order with:

10.02.8.1 The county clerk of each county where a receiving or resulting district is located. The county clerk shall make a permanent record of the order;

10.02.8.2 The Secretary of State; and

10.02.8.3 The Arkansas Geographic Information Office.

10.02.9 It shall be the duty of the Department to make changes in the maps of the school districts to properly show the boundary lines of the receiving or resulting districts.

10.03 The State Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liabilities of the school district.

10.04 The decision of the State Board shall be final with no further right of appeal except that a school district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

10.05 If the Commissioner of Education assumes authority over a public school district in fiscal distress as set forth in Ark. Code Ann. § 6-20-1910(a) or Section 9.00 of these Rules, the State Board of Education may pursue the following process for returning a public school district to the local control of its residents.

10.05.1 During the second school year following a school district's classification as being in fiscal distress status, the State Board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress;

10.05.2 If the State Board determines that sufficient progress has been made by a school district toward correcting all issues that caused the classification of fiscal distress, but the school district has not yet resolved all issues that caused the classification of fiscal distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the commissioner.

10.05.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

10.05.2.2 The Department of Education shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

10.05.2.3 The duties of the community advisory board include without limitation:

10.05.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress;

10.05.2.3.2 Seeking community input from the patrons of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress;

10.05.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;

10.05.2.3.4 Working to build community capacity for the continued support of the school district; and

10.05.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of fiscal distress.

10.05.2.4 The members of the community advisory board shall serve at the pleasure of the Commissioner until:

10.05.2.5 The school district is returned to local control and a permanent board of directors is elected and qualified; or

10.05.2.6 The State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-20-1910 or under another provision of law;

10.05.2.5 By April 1 of each year following the appointment of a community advisory board under Ark. Code Ann. § 6-20-1910(d)(2) and Section 10.05 of these Rules, the State Board shall determine the extent of the school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:

10.05.2.6 Allow the community advisory board to remain in place for one (1) additional year;

10.05.2.7 Return the school district to local control by calling for the election of a newly elected board of directors if the Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and the State Board determines the school district has corrected all criteria for being placed into fiscal distress; or

10.05.2.8 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

10.05.2.6 If the State Board or Commissioner calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

10.05.2.7 If the State Board calls for an election of a new school district board of directors pursuant to Ark. Code Ann. § 6-20-1910 (d)(3)(A)(ii) or these Rules, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.

10.05.2.7.1 The interim board of directors shall consist of either five (5) or seven (7) members.

10.05.2.7.2 The members of the interim board of directors shall be residents of the school district and otherwise eligible to serve as school district board members under applicable law.

10.05.2.7.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.

10.05.3 If, by the end of the fifth school year following the school district's classification of fiscal distress status, the school district in fiscal distress has not corrected all issues that caused the classification of fiscal distress, the State Board, after a public hearing, shall consolidate, annex, or reconstitute the school district under Ark. Code Ann. § 6-20-1910 and these Rules.

10.05.3.1 The State Board may grant additional time for a public school or school district to remove itself from fiscal distress by issuing a written finding supported by a majority of the State Board explaining in detail that the

public school or school district could not remove itself from fiscal distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

10.05.4 Nothing in Ark. Code Ann. § 6-20-1910 or these Rules shall be construed to prevent the Department of Education or the State Board from taking any of the actions listed in Ark. Code Ann. § 6-20-1909 or Ark. Code Ann. § 6-20-1910 at any time to address a school district in fiscal distress.

12.00 EARLY INDICATORS OF FISCAL DISTRESS

12.01 By August 31 of each year, the Department shall report to the superintendent of a school district if the Department is aware that the district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the Department deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

12.02 By August 31 of each year, the superintendent of a school district shall report to the Department if the superintendent is aware the school district has experienced two (2) or more indicators of fiscal distress in one (1) school year that the superintendent deems to be at a nonmaterial level, but that without intervention could place the district in fiscal distress.

12.03 The Department and the superintendent shall review all data related to the nonmaterial indicators of fiscal distress.

12.03.1 Within thirty (30) days of the Department's determination that the school district may be experiencing fiscal distress at a nonmaterial level, the Department shall provide a notice to the school district's superintendent and board of directors that:

12.03.1.1 Describes the nonmaterial indicators of fiscal distress that could jeopardize the fiscal integrity of the school district if not addressed; and

12.03.1.2 Identifies the support available from the Department to address each nonmaterial indicator of fiscal distress.

12.03.2 The board of directors shall place on the agenda for the next regularly scheduled meeting of the board of directors a discussion of the notice of nonmaterial indicators of fiscal distress.

Public Comments – ADE Rules Governing the Fiscal Assessment and Accountability Program

Date	Respondent	Comment	ADE Response
May 12, 2014	Tripp Walter, Arkansas Public School Resource Center	7.03 This section could be improved by the addition of a specific process for a request by the school district for the State Board to review their compliance and seek removal from fiscal distress.	**Comment considered. The process for removal from fiscal distress is outlined in current law and rule. The language in Section 7.03 is taken verbatim from Ark. Code Ann. § 6-20-1908(c). Following the classification of fiscal distress by the Arkansas State Board of Education (State Board), a school district must file a fiscal distress improvement plan with the Arkansas Department of Education (ADE) within ten (10) days. The fiscal distress improvement plan should describe how the school district will remedy areas of fiscal distress. The ADE monitors the school district's compliance with the fiscal distress improvement plan and provides technical assistance to the school district to meet the goals contained therein. Once a school district achieves the goals in the fiscal distress improvement plan (and if the school district has complied with all department recommendations and requirements for removal from fiscal distress), the ADE will certify those facts in writing to the school district. Upon certification from the ADE, the school district may petition the State Board for removal from fiscal distress status.**
		7.06 This section could be improved by stating what position at the ADE will evaluate and make the written recommendations which must be reviewed and approved by the Commissioner.	**Comment considered. The ADE does not believe it is necessary to state, in rule, the specific position at the ADE that will conduct the evaluation and make recommendations. As a practical matter, however, such evaluations and recommendations are made by the ADE Fiscal Distress Unit.**
		7.09 This section lacks a description of what position at the Department will petition the State Board. This could be a recommendation made by the Commissioner.	**Comment considered. The ADE does not believe it is necessary to state, in rule, the specific position at the ADE that will make such a petition. As a practical matter, however, the petitions are made by the ADE Fiscal Distress Unit.**

~~ARKANSAS DEPARTMENT OF EDUCATION~~
~~RULES GOVERNING PUBLIC SCHOOL~~
~~END-OF-COURSE ASSESSMENTS AND REMEDIATION~~

~~March 1, 2012~~

~~1.0 AUTHORITY~~

~~1.01 These Rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-419, 6-15-433, 6-15-2009, and § 25-15-201 et seq.~~

~~2.0 PURPOSE~~

~~2.01 The purpose of these Rules is to execute the requirements of the Arkansas End-Of-Course Assessments and Remediation Program as required by Ark. Code Ann. § 6-15-2009.~~

~~3.0 DEFINITIONS – For the purpose of these Rules, the following terms mean:~~

~~3.01 ACT means the ACT assessment for college placement administered by ACT, Inc;~~

~~3.02 Advanced placement test means the test administered by the College Board for a high school preparatory course that incorporates the topics specified by the College Board on its standard syllabus for a given subject area and is approved by the College Board;~~

~~3.03 Arkansas Department of Education (ADE) means that certain state agency, established pursuant to Ark. Code Ann. § 25-6-102, that is responsible for administering the statewide assessment system in Arkansas K-12 grade public schools, including but not limited to those assessments set forth in Ark. Code Ann. §§ 6-15-419,6-15-433, and 6-15-2009.~~

~~3.04 Assessment means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale-scores, for those academic courses that are the subject of End-of-Course testing as required by these Rules.~~

~~3.05 General end-of-course assessment means a criterion-referenced assessment taken upon successful completion of a course of study set by the State Board of Education (SBE):~~

~~3.05.1 To determine whether a student demonstrates, according to a requisite scale score established by ADE Rules, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and~~

3.05.2 For which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

3.06 High-stakes end-of-course assessment means a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under § 6-15-433 (b)(3)(A)(iii):

3.06.1 To determine whether a student demonstrates, according to a requisite scale score established by rule of the SBE, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and

3.06.2 For which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by ADE Rules.

3.07 Individualized Education Program (IEP) means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 CFR 300.320-300.324.

3.08 Individualized Academic Improvement Plan (IAIP) means a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on a high-stakes end-of-course assessment. The requirements for an IAIP are set forth in detail in §§ 5.12 and 5.15 of these Rules.

3.09 International Baccalaureate assessment means an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.

3.10 SAT means the standardized college entrance examination administered by The College Board.

4.0 GENERAL END-OF-COURSE ASSESSMENTS

4.01 Each and every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in §§ 6-15-419, 6-15-433, and 6-15-2009 and established by the SBE.

4.02 Each and every student shall participate in the actual course and the statewide program of general end-of-course assessments as designated by the SBE.

4.03 Each and every student required to participate in the statewide program of educational assessments required by § 6-15-2009 shall not receive credit on his/her transcript for Biology, Geometry, or any other course that requires a general end-of-course assessment under §§ 4.01 and 4.02 of these Rules for which that student has not received the requisite scale score on a general end-of-course assessment(s), until the student is identified as having participated in remediation through an individual academic improvement plan.

4.04 The individualized academic improvement plan shall include remediation activities focused on those areas of need for students who failed to meet the requisite score on a general end-of-course assessment.

4.05 For the purpose of a general end-of-course assessment, remediation does not require that a student retake a subsequent end-of-course assessment in order to receive academic credit for a course.

5.0 HIGH-STAKES END-OF-COURSE ASSESSMENTS – DISTRICT OBLIGATIONS

5.01 All initial high-stakes end-of-course assessments for Algebra I shall be administered by grade ten (10).

5.02 Beginning with the 2014-2015 school year and each school year thereafter, all initial high-stakes end-of-course assessments for English II shall be administered by grade ten (10).

5.03 A student from an Arkansas public school who completed and received academic credit on an end-of-course assessment for Algebra I before the 2009-2010 school year or for English II before the 2014-2015 school year is not required to participate in and receive academic credit from a high-stakes end-of-course assessment on or after the 2009-2010 school year for Algebra I or on or after the 2014-2015 school year for English II.

5.04 A student transferring into an Arkansas public school on or after 2009-2010 for Algebra I or 2014-2015 for English II whose official transcript from an out-of-state public, private, or home school, or an Arkansas private or home school demonstrates that he or she has previously obtained academic credit for Algebra I or English II is not required to participate in and receive academic credit from an initial high-stakes end-of-course assessment unless the public school district assesses the

~~student's educational status and determines that the student does not possess the requisite passing knowledge of Algebra I or English II.~~

~~5.05 An Arkansas public school student who is not in grade ten (10), grade eleven (11), or grade twelve (12) in an Arkansas public school, and has not previously received proper academic credit on his or her transcript for Algebra I but has successfully completed an Algebra I course, is required to complete and successfully meet the requisite passing level scale score on the high-stakes end-of-course assessment for Algebra I before the student is entitled to receive academic credit on his or her transcript for Algebra I.~~

~~5.06 Only a student who was in grade ten (10), grade eleven (11), or grade twelve (12) in an Arkansas public school in the 2009-2010 school year is exempt from the requirement of taking a high-stakes Algebra I end-of-course assessment under § 5 of this rule, but the student shall meet appropriate general end-of-course assessment requirements for Algebra I in § 4 of this rule.~~

~~5.07 Any other student, regardless of the school year or the grade level in which he or she completes an Algebra I course or, beginning with the 2014-2015 school year, the English II course shall successfully complete an Algebra I and English II high-stakes end-of-course assessment and meet the requisite passing scale score in order to be entitled to receive academic credit for Algebra I or English II on the student's transcript, unless because of the nature of his or her disabilities the student demonstrates alternative levels of competency as contained in the student's IEP.~~

~~5.08 The Arkansas public school providing course instruction in Algebra I and English II shall ensure that such instruction is provided in complete compliance with all required and approved frameworks, and shall be prepared to provide documentation of such compliance to the ADE upon request.~~

~~5.09 A student transferring into an Arkansas public school district without having obtained academic credit on his or her transcript in or after the 2009-2010 school year for Algebra I and in or after the 2014-2015 school year for English II is not exempt from the requirements of § 5.07 of these Rules.~~

~~5.10 Beginning with the 2014-2015 school year, an Arkansas public school student who is in grade ten (10) and who has not previously received academic credit under §§ 5.01 through 5.04 of these Rules for English II shall successfully complete the course and meet the requisite passing scale score on the English II high-stakes end-of-course assessment in order for~~

~~the student to be entitled to receive academic credit for English II on the student's transcript.~~

~~5.11 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an IAIP.~~

~~5.12 An IAIP shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.~~

~~5.13 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite passing scale score on the high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the ADE before taking a third subsequent high-stakes end-of-course assessment.~~

~~5.14 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in an electronic format.~~

~~5.15 For a student required to participate in an IAIP in § 5.11 of these Rules, the IAIP shall identify the student's specific areas of deficiency on the high-stakes end-of-course assessment, the desired levels of performance necessary for the student to meet the requisite passing scale score established by rule of the SBE, and the instructional and support services to be provided to meet the desired levels of performance. The IAIP is to be provided in an electronic format of a type specified by the ADE at a site specified by the ADE.~~

~~5.16 A public school shall also provide frequent monitoring of the student's progress in meeting the desired levels of performance.~~

~~5.17 Remedial activities and instruction provided during high school shall not be in lieu of English, mathematics, science, history, or other core courses required for graduation.~~

~~5.18 Beginning with the 2009-2010 school year for Algebra I and the 2014-2015 school year for English II, a student identified as not passing an initial high-stakes end-of-course assessment shall not receive an academic credit on his or her transcript for the course related to the end-of-course assessment and is not entitled to graduate from an Arkansas public high school until:~~

~~5.18.1 The student has received remediation and is identified as meeting the requisite passing scale score on a subsequent high-stakes end-of-course assessment; or~~

5.18.2 The student has received remediation and is identified as meeting the requisite score established by state board rule on an alternative assessment.

(i) An alternative assessment shall be limited to ACT assessment, SAT assessment, advanced placement test, or International Baccalaureate test.

5.19 A student identified as having not met the satisfactory pass levels for a high-stakes end-of-course assessment shall not receive academic credit on his or her transcript for the related course until the student meets the requirements of § 5.18 of these Rules.

6.0 HIGH-STAKES END-OF-COURSE ASSESSMENT - STATE OBLIGATIONS

6.01 If a student does not meet the requisite scale score on an end-of-course assessment and does not satisfy the remedial requirements of § 4.0 of these Rules for general end-of-course assessments and § 5.18 of these Rules for high-stakes end-of-course assessments, the student shall not be entitled to graduate with a high school diploma from an Arkansas public high school or public charter school.

6.02 The SBE shall establish the high-stakes end-of-course assessment program required in §§ 5.01 through 5.17 of these Rules for Algebra I beginning in the 2009-2010 school year and for English II beginning in the 2014-2015 school year.

6.03 Throughout this process, the end-of-course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.

6.04 The superintendent of each public school district shall be responsible for the proper administration of § 6-15-2009 and these Rules promulgated by the ADE to implement the requirements of § 6-15-2009.

6.05 To the extent that a public school district is determined to have knowingly failed to administer these provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under § 6-17-410.

6.06 Each year the ADE shall make public at least fifty percent (50%) of the test questions on the most recent initial end-of-course assessments.

7.0 END-OF-COURSE & ALTERNATIVE EXAM TESTING CYCLE

7.01 The ADE shall establish and publish by Commissioner's Memo each school year an end-of-course assessment cycle for general end-of-course assessments and high-stakes end-of-course assessments that shall be strictly followed by school districts unless a district has received a written waiver from the ADE because of a catastrophic occurrence.

7.02 The end-of-course assessment cycle published by the ADE shall include an assessment cycle for those students who do not meet the requisite scale score for high-stakes end-of-course assessment and are required by § 6-15-2009 to take and pass a subsequent end-of-course assessment before receiving academic credit on the student's transcript for the course that corresponds to the initial end-of-course assessment.

7.03 The ADE shall prepare and develop the form of the end-of-course assessments and subsequent end-of-course assessments, along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open-response test items.

7.04 Any and all Arkansas laws and ADE Rules covering test administration, security and confidentiality that apply to examinations given in Arkansas public schools from K-12 grade shall apply in full to all end-of-course assessments and Alternative Assessments set forth under § 6-15-2009.

7.05 The ADE shall take steps to ensure that the end-of-course assessments are properly aligned with state standards and that professional development training is available for teachers teaching courses for which an end-of-course assessment is required.

7.06 In administering the assessments under § 6-15-2009, the district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and ADE Rules.

8.0 END-OF-COURSE & ALTERNATIVE ASSESSMENT PASS REQUIREMENTS

8.01 Each school year the ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each general or high-stakes end-of-course assessment and Alternative Assessment.

~~8.02 The requisite scale score for any high-stakes end-of-course assessment and Alternative Assessment shall be set only at the cut score necessary to demonstrate the minimum satisfactory passing level of the subject assessed.~~

~~8.03 Upon the failure of a student to meet the requisite scale score on an initial or subsequent end-of-course assessment required by § 6-15-2009, the school district that the student attends shall provide written notice of such failure to the student's parent or guardian within fifteen (15) business days from the date that the district receives the student's score.~~

~~8.04 If a student with disabilities identified under the Individuals with Disabilities Act, 20 U.S.C. §1400 et seq., is unable to meet the requirements of § 6-15-2009 because of the nature of his/her disabilities, the student may graduate from high school by demonstrating alternative levels of competency as contained in the student's IEP.~~

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING HOW TO MEET THE NEEDS OF CHILDREN WITH DYSLEXIA

_____2014

1.00 PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing How to Meet the Needs of Children with Dyslexia.

1.02 The purpose of these rules is to establish guidelines for early screening, intervention and services to meet the educational needs of students with dyslexia.

2.00 AUTHORITY

2.01 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Act 1294 of 2013 (codified at Ark. Code Ann. § 6-41-601 through § 6-41-610), Ark. Code Ann. §§ 6-11-105, and Ark. Code Ann. § 25-15-201 et seq.

2.02 NOTE: These rules set forth the procedures outlined in Act 1294 of 2013, codified at Ark. Code Ann. §§ 6-41-601 et seq. regarding screening, evaluation, and therapeutic services for students with dyslexia who may not otherwise qualify for special education services under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§1400 et seq. Students may display additional factors that complicate their dyslexia and may require more support than what may be provided for in these rules. At any time during the administration of the procedures set forth in these rules, students may be referred for evaluation for special education services in accordance with IDEA. While these rules may use similar terms as set forth in IDEA, no provision of these rules is intended to supplant, or in any way conflict with, IDEA. If a student with dyslexia is referred for special education services, public schools shall follow the requirements of IDEA.

3.00 DEFINITIONS

3.01 "Dyslexia" means a specific learning disability that is:

3.01.1 Neurological in origin;

3.01.2 Characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities that typically result from a deficit in the phonological component of language; and

3.01.3 Often unexpected in relation to other cognitive abilities.

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3.02 "Dyslexia therapist" means a professional who has completed training and obtained certification in dyslexia therapy from a dyslexia therapy training program approved by the Arkansas Department of Education.

3.03 The terms "dyslexia therapy" and "therapeutic services" mean an appropriate specialized dyslexia instructional program that is:

3.03.1 Delivered by a dyslexia therapist;

3.03.2 Explicit, direct instruction;

3.03.3 Systematic, multi-sensory, and research based;

3.03.4 Offered in a small group setting to teach students the components of reading instruction including without limitation:

3.03.4.1 Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;

3.03.4.2 Graphophonemic knowledge for teaching the letter-sound plan of English;

3.03.4.3 The structure of the English language that includes morphology, semantics, syntax, and pragmatics;

3.03.4.4 Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and

3.03.4.5 Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension.

3.04 "Response to Intervention (RTI)" is the practice of:

3.04.1 Screening all students to identify those needing extra support;

3.04.2 Providing high-quality instruction and appropriate interventions matched to student needs;

3.04.3 Closely monitoring progress to assess both the learning rate and the level of performance of individual students; and

3.04.4 Basing instructional decisions about the intensity and duration of interventions on individual student response to intervention.

Mark-Up

4.00 REQUIRED SCREENING

4.01 A school district shall screen:

4.01.1 each student each year in kindergarten, grade one, and grade two (K-2);

4.01.2 a student in kindergarten, grade one, or grade two (K-2) who transfers to a new school and has not been screened during the same school year;

4.01.3 a student in grade three (3) or higher who has difficulty, as noted by a classroom teacher, in any skills listed in 4.02 of these rules;

4.01.4 a student from another state who enrolls for the first time in Arkansas in kindergarten through grade two (K–2) unless the student presents documentation that the student:

4.01.4.1 had the screening or a similar screening in the current school year; or

4.01.4.2 is exempt from screening as set forth in Section 4.04 of these Rules.

4.02 The screening of students shall be performed with fidelity and include without limitation:

4.02.1 Phonological and phonemic awareness;

4.02.2 Sound symbol recognition;

4.02.3 Alphabet knowledge;

4.02.4 Decoding skills;

4.02.5 Rapid naming skills; and

4.02.6 Encoding skills

4.03 Every school district shall ensure that students are screened using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) for phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, and decoding skills and by using an appropriate screener for rapid naming skills and encoding skills.

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4.04 The following students shall be exempt from dyslexia screening:

4.04.1 Students with an existing diagnosis of dyslexia;

4.04.2 Students with a sensory impairment that prevents screening for dyslexia.

5.00 INTERVENTION AND SERVICES

5.01 If the DIBELS screening, or the screening for rapid naming and encoding skills, indicates that a student has markers for dyslexia and needs intervention, Response to Intervention (RTI) shall be used to address the needs of the student.

NOTE: DIBELS may indicate markers for a reading deficiency, which may include markers for dyslexia. DIBELS alone may be insufficient to determine the existence of dyslexia. Refer to the Arkansas Dyslexia Resource Guide for a list of screening instruments.

5.02 If RTI indicates the possibility of dyslexia, the student shall be evaluated for dyslexia upon the notification and consent of the parents or legal guardians of the student.

5.03 If the dyslexia evaluation indicates a student is dyslexic, the student shall be provided therapeutic services upon the notification and consent of the parents or legal guardians of the student.

NOTE: Refer to the Arkansas Dyslexia Resource Guide for a description of therapeutic services.

5.04 If it is determined the student has functional difficulties in the academic environment due to dyslexia, the necessary accommodations or equipment for the student shall be provided under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794 and Title II of the Americans with Disabilities Act, 42 U.S.C. §§ 12131-12165, as they existed on February 1, 2013.

5.05 Therapeutic services may be provided by a tutor who is highly qualified and trained, as determined by the ADE and outlined in the Arkansas Dyslexia Resource Guide.

5.06 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test.

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6.00 INDEPENDENT EVALUATION

6.01 If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates a need for dyslexia therapy services, the student's parent or legal guardian shall be:

6.01.1 Notified of the results of the dyslexia evaluation;

6.01.2 Provided with information and resource material including without limitation:

6.01.2.1 the common indicators of dyslexia;

6.01.2.2 appropriate classroom interventions and accommodations for students with dyslexia; and

6.01.2.3 the right of the parent or legal guardian to have the student receive an independent evaluation by a:

6.01.2.3.1 Licensed psychological examiner;

6.01.2.3.2 School psychology specialist;

6.01.2.3.3 Licensed speech-language pathologist; or

6.01.2.3.4 Certified dyslexia training specialist.

6.02 If a student's performance on a dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services, the school district may perform a comprehensive dyslexia evaluation in addition to the required RTI under 5.02 of this Rule.

6.03 If a parent or legal guardian chooses to have an independent evaluation for the student, the school district shall consider the diagnosis from the independent evaluation and allow the student to receive direct intervention from a dyslexia ~~specialist~~ *therapist*.

7.00 INSTRUCTIONAL APPROACHES

7.01 Dyslexia therapy for a student whose dyslexia evaluation under Section 5.02 of these rules indicates the need for dyslexia therapy services shall be provided with fidelity and include the following instructional approaches:

7.01.1 Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the

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alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;

7.01.2 Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;

7.01.3 Meaning-based instruction directed at purposeful reading and writing, with an emphasis on comprehension and composition; and

7.01.4 Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.

7.02 Until there are a sufficient number of graduates from a dyslexia therapy program established at the university level in Arkansas or from a dyslexia therapy program established at the university level in another state that is approved by the Arkansas Department of Education, the department shall allow dyslexia therapy to be provided by individuals who have received training and certification from a program approved by the department.

8.00 REPORTING BY SCHOOL DISTRICTS

8.01 The superintendent of a school district shall annually report the results of the school district screening required under Section 4.00 of these rules. Additional information concerning the manner of submission of the report may be found in the Arkansas Dyslexia Resource Guide.

9.00 DYSLEXIA SPECIALIST

9.01 No later than the 2015 fiscal year, the Department of Education shall employ at least one (1) dyslexia specialist who is a dyslexia therapist, licensed psychologist, licensed psychometrist, licensed speech-language pathologist, or certified dyslexia training specialist with a minimum of three (3) years of field experience in screening, identifying, and treating dyslexia and related disorders to provide technical assistance for dyslexia and related disorders to school districts across the state.

9.01.1 The dyslexia specialist shall:

9.01.1.1 Be highly trained in dyslexia and related disorders, including best-practice interventions and treatment models;

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9.01.1.2 Be responsible for the accountability of screening results and the implementation of professional awareness required Section 11.00 of these rules and

9.01.1.3 Serve as the primary source of information and support for school districts addressing the needs of students with dyslexia and related disorders.

9.02 The Department of Education shall ensure at least one (1) staff member at each education service cooperative is trained as a dyslexia specialist to provide necessary information and support to school districts.

9.02.1 A dyslexia specialist shall have completed training and received certification from a program approved by the department. Additional information pertaining to training, certification and program approval may be found in the Arkansas Dyslexia Resource Guide.

10.0 DYSLEXIA INTERVENTIONISTS

10.01 No later than the 2015-2016 academic year, a school district shall have at least one individual to serve as a dyslexia interventionist as defined in the Arkansas Dyslexia Resource Guide who are trained as dyslexia interventionists:

10.01.1 By the Department of Education; or

10.01.2 Using other dyslexia training programs approved by the department.

11.00 PROFESSIONAL AWARENESS

11.01 No later than the 2014-2015 school year, the Department of Education shall ensure that each teacher receives professional awareness on the following:

11.01.1 The indicators of dyslexia; and

11.01.2 The science behind teaching a student who is dyslexic.

11.02 Professional awareness may be provided:

11.02.1 Online through Arkansas IDEAS;

11.02.2 At an education service cooperative; or

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11.02.3 At another venue approved by the Department of Education.

12.00 EDUCATION IN TEACHER PREPARATION PROGRAMS

The Department of Education shall collaborate with the Department of Higher Education to ensure that all teacher education programs offered at state-supported institutions of higher education include information on the identification of students at risk for dyslexia and related disorders.

13.00 DYSLEXIA RESOURCE GUIDE

The Department of Education shall maintain and update the Dyslexia Resource Guide that is used as a guide for school districts, public schools, and teachers.

Mark-Up

Date	Respondent	Comment	ADE Response
3/22/14	Kim Head, The Dyslexia Project	Comment (#1): The law's intent is to (a) identify markers of dyslexia very early and (b) immediately place the child into a research-backed intervention that is proven to held a child with dyslexia. My main concern is that the family or child not be placed in the "wait and see" approach. If they must sample different programs in RTI process then that is wasting time for the child when they should just immediately start with a dyslexia therapist. You don't have to wait for a full evaluation before you can see what the correct intervention should be, and get that child started! My second concern is that the evaluation for dyslexia NOT be a funnel into special education. This is not meant to be a special education evaluation. Special education is not working now for the children unless the person there is trained in the correct methodology and is performing it with fidelity. The dyslexia therapist would most likely be able to identify and fully evaluate the child better than those performing evaluations for special education, since those examiners have not been trained in what tests to use or how to interpret the results. In summary, the child should NOT have to wait for a "full evaluation" whether that is a special ed eval or an independent eval before they start receiving the appropriate reading, writing, and spelling instruction. If that were the case, then this law would do nothing. That's what parents are frustrated about. They watch their kid drown in red tape of testing, waiting, consents, paperwork, waiting, try this, waiting. In comparison, the parents can look at a check-list and tell you in 15 minutes if these are the exact symptoms of their child. Then all they care about is that their child be placed with a highly trained individual who can teach their child the way they learn. Whether you call it dyslexia, markers of dyslexia, or any other name doesn't matter. Early identification, right intervention, right person is all that matters.	Comment considered. The proposed rule in most part mirrors the language of Act 1294 of 2013. It is anticipated that further clarification and guidance will be provided in the Arkansas Dyslexia Resource Guide, which currently is being developed by the ADE. As noted in Section 2.02 of the proposed rules, they set forth procedures outlined in Act 1294 regarding screening, evaluation, and therapeutic services for students with dyslexia who may not otherwise qualify for special education services under the Individuals with Disabilities Act (IDEA). It must be recognized, however, that some students may display additional factors that complicate their dyslexia and may require more support than what may be provided in these proposed rules (that in most part mirror Act 1294 of 2013), which could include special education services. Students suspected of having a disability under IDEA should be referred using the procedures in place for referral and evaluation under IDEA. The proposed rules cannot, without running afoul of federal law, state categorically that a student for whom services are provided under Act 1294 will never receive services under the IDEA. *No changes made to the proposed rules.*
		Comment (#2): RTI can be very confusing for districts. I like this rule. It brings up the intensity and duration factor. RTI should never be used to sample different programs outside of the rhelm of those programs indicated for helping children with markers of dyslexia. For instance, reading recovery should not be used as a program of choice if a child is found to have markers of dyslexia because it is not an Orton Gillingham framed program, but if the child is not responding to the Barron Reading and Spelling System performed for 120 minutes a week in a group of 3, Response to intervention might suggest the child be seen one on one for 120 minutes a week. Also, if the intervention is shown to be working, the child should not be thrown back in the general classroom immediately. The intervention should continue as it is showing positive results. All of the programs that meet the requirements of the law, if performed with fidelity, would require the student to receive intervention for 2 to 3 years. This is all important information that cannot be assumed with the RTI process.	Comment considered. This comment does not require a change to the proposed rules, but will be taken into account in developing the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
3/22/14	Amy Castling, Southern	Those working with dyslexic children need to be certified experienced	Comment considered. Act 1294 does not contain such

	Mississippi County SD	teachers with classroom experience. Even training can't account for lack of experience. We need the most highly trained working with children who need interventions. Right now we have it just the opposite. Less qualified are working with the neediest children. Schools are trying to get by cheap, and the kids are paying the price. We need to flip flop this system.	a requirement. *No changes made to the proposed rules.*
3/22/14	Amy Drummond, Decoding Dyslexia	As a parent of a child with dyslexia, I cannot express the importance of early intervention and the impact it will have on children with dyslexia's success in school and eventually in life. The sooner these children receive intervention, the better. Waiting for a full evaluation through special education will not only be costly, but the children will waist valuable time waiting for intervention. Every minute counts for children with dyslexia. Besides that, special education testing is not identifying these children as dyslexic. In The Mississippi Dyslexia Screener has been used successfully to identify children who are potentially dyslexic. It has a low failure rate and cost. The cost of the screener is only $20 and that includes an instructional DVD. The screener can be copied so this is the ONLY cost to the district. All children failing that screener would greatly benefit from direct intervention by a dyslexia therapist.	Comment considered. This comment does not require a change to the proposed rules, but will be taken into account in developing the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
3/22/14	Jennifer Landry, Parent	3.01.2 is aimed specifically at language only. Dyslexia is broader than just language and involves all learning involving symbols, more specifically math. There is a huge lack in dyslexia training for teachers who are charged with teaching a dyslexic students math. My daughter is dyslexic. She improved her reading skills but still can't do math; therefore she cannot get a job even in a menial capacity if it involves money or math skills. 3.04.2 If you don't include the math issues in your definitions, the math skills will not be included in training teachers. If the teachers are not trained, the student won't receive help. 4.04.1 Student who come in from other schools or districts should be retested by their new school. No offense, but we moved around a lot and some schools were not as good as others in their ability to recognize and test special needs, especially dyslexia. There is also a spectrum involved so it may be that the child was diagnosed with dyslexia but certain important factors about their spectrum were not identified. The new school should retest if they truly want to start the child on the correct learning program.	Comment considered. The language of 3.01.2 mirrors that of Act 1294. It is not clear what commenter meant in her reference to 3.04.2, which falls within the definition of "Response to Intervention" (RTI) and provides that RTI "is the practice of: 3.04.2 Providing high-quality instruction and appropriate interventions matched to student needs." Regarding 4.04.1, Act 1294 requires rescreening only when a student transfers to a school district and has not yet been screened. For clarification, proposed rules added the "same year" language. *No changes made to the proposed rules.*
3/22/14	Brittany Lovejoy	Please support this. I have 4 dyslexic children. I have seen first handily the negative impacts that lack of screening and immediate intervention can have. We should not wait to give direct explicit instruction for dyslexic child. Time is very valuable in ensuring that they do not fall behind. To catch up a child after waiting 3-4 months for test scores and meetings widens there gaps. Please consider this for your state. Please help keep a child out of jueivy and jail. Please do not wait and watch this child become a failure in our society.	Comment considered. *No changes made to the proposed rules.*
3/23/14	Colleen O'Toole, Decoding Dyslexia Georgia	The step toward proper early identification and intervention is paramount to the success of dyslexic students—I applaud the state of Arkansas for recognizing the need for such appropriate legislation!	Comment considered. *No changes made to the proposed rules.*

3/23/14	Melissa Tackett, Decoding Dyslexia Parent Support Group	Children who are dyslexic make up 20% of the population. It is the most common learning disorder, and also the easiest to provide intervention for...however, reading intervention must be done with a method that is proven to help dyslexic students, such as methods based on the multisensory Orton Gillingham method. The sooner intervention is applied, the easier for a child to catch up, because if they are caught early on, they will not have fallen as far behind. Children need to be screened as early as possible by a qualified dyslexia therapist, or Certified Academic Language Therapist (5.5 years old is the earliest proven), and then immediately be placed in the appropriate intervention teaching methods. They should not wait for a full evaluation through special education because it will be expensive, cost the students valuable time, and not be accurate since special ed testing is not identifying them as dyslexic as it is now. Children should have screening and direct intervention by a dyslexia therapist.	Comment considered. This comment does not require a change to the proposed rules, but will be taken into account in developing the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
3/23/14	Stacey Hall	I am so glad we are finally doing something to find and meet these children's needs. As a teacher it was disheartening to have students (at least a handful in each class) that were obviously struggling, het to keep hitting dead ends when trying to find out what was causing them be so behind. Then to not have the tools to address their needs really made the job seem even more daunting. This is huge in improving our school performance as a state as well as keeping kids motivated and confident about learning and reaching their potential. These are truly gifted kids who deserve a system that recognizes their need and then offers them the same chance to prosper as other children, gifted or otherwise.	Comment considered. *No changes made to the proposed rules.*
3/28/14	Scott Gann, “Proud” Parent	As a parent of a dyslexic child in the Arkansas educational system, I ask you put all the energy you can afford into getting this law enacted and rules established. Just in the last year, we have spent over $7,000 teaching our son to read. A cost that should fall on the school, under FAPE laws. But like almost all kids with dyslexia, he is overtested by the school district to cover his learning disability to avoid the cost associated with his dyslexia. This law should give parents to right help to fight for these kids. We are even looking currently at private schools in Arkansas, at a cost of $8,000 per child to get him the help he deserves. It is sad that we are even considering this option. But ultimately, the public school system is failing my son. Every time I hear any mention of this new law from school district employees, the first thing they mention is how much it is going to cost. Sadly, that is what our education system has come down to. Money. Then we hear stories of how schools are wanting to become "Schools of Innovation". How can schools become innovative when basic needs like reading programs for dyslexics are avoided? If you would like to talk in more details, please reach out to me. I will share stories of Dustin's progress with private tutoring and how I have been able to change the lives of several kids through discussion with their parents. I truly believe the teachers are the key to this law working, they need the tools to be able to "see" these kids with dyslexia and know that they will get the help they deserve.	Comment considered. *No changes made to the proposed rules.*

3/30/14	Melissa Hannah, All Children's Therapy	First let me say that I am very excited about the potential of this bill and the willingness to serve this population of children. With that said I must also say that I believe this is an unrealistic expectation especially at this time. I worked for 10 years in public education in 2 states and a variety of school districts from very rural to inner city Little Rock. In all of those settings there were a variety of qualified and dedicated teachers willing to work with any child that came into their classroom. As admirable as that is it is not realistic simply because they do not have the specialized training needed to meet the needs of these children. I could go on and on for this one topic but in an effort to stay focused on this particular bill I will refrain. First I am one of the many professionals who went through the ELLA program. It was a great 3 year training. It was informative BUT it was not available to everyone who was expected to implement those techniques therefore it failed to train and educate those that needed and were expected to implement the programs based on this training. I feel that this is the same situation with this bill. I understand and support the need for this bill. I agree there needs to be a differentiation between those children with Dyslexia from the children with specific learning disabilities that may not be Dyslexic. The nature of the law I agree with whole heartedly. However, it is beyond unrealistic to expect school districts and teachers to abide by these rules because there are NO professionals adequately trained. Sure many school districts will send an and full of personnel to be 'trained' but will it be in the type of programs, IMSLEC accredited programs, that are proven to work with these children? Will the districts send an adequate number of professionals to be trained? In the districts it is typical that a person will be sent to be trained then expected to come back and train others while simultaneously overseeing these programs. That system have been proven to fail but more importantly research proves that the professionals who are most qualified and best suited to meet the educational needs of children with Dyslexia and related disorders are those that are highly trained. Yet this is not the hierarchy of the system. The system will train those that are least likely to be involved in hand on day to day instruction with the child. Almost 100 years of research proves that is an ineffective model! In reality, most districts will send on person, maybe two to be trained and then those individuals will be considered the specialists and will "train" others to be the specialists in the buildings who will "train teachers". So by the time the training actually reaches those that are educating and dealing with the children on a day to day basis, the information will be so watered down the teachers will not have the depth of knowledge or the level of skill to adequately meet the children's needs. In addition the 'specialists' will be spread so thin they will not be more than a consultant. I do not mean to sound pessimistic but in my experience the individuals	Comment considered. This comment does not require a change to the proposed rules, but will be taken into account in developing the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*

		providing services for the children with the most challenging educational needs are the least trained and research and years of education has proven that is the least effective model, yet it is one we continue to use. Rules and regs only get you so far. The problem does not remain only in the rules and regs….it is in the programming and if we are speaking honestly the programming for special education is very lacking. If there are any, there are very few districts that have a research based scientifically proven curriculum for children with learning disabilities. Often it is more of the same, which didn't work the first time, only presented in a small group setting. The curriculum didn't work the first time what makes you think it will now work simply because it is in a small group setting. I see this program following the path of RTI. RTI is an excellent program but since none knows what it is, how to implement it, or what it looks like both at the teacher, administration, and state department levels, children continue to not have their needs adequately met. They are either under or over identified. It is a loose loose situation UNTIL the system of education is destroyed an rebuilt on the principles that are proven to work and not on the principles that will win the latest election!	
3/31/14	Christy Grimmett, Parent	As a parent of a child that wasn't identified with dyslexia until he was in the 4th grade I want to stress how important the professional development for current teachers is. Even though statistics show that as many as 1 in 5 children are dyslexic the southwestern and south central part of Arkansas has little to NO resources for students or parents. During my search for resources and information I was told by 7 school districts that they had no information as to how I could help my child or how to have him tested. I eventually found a CALT/dyslexia therapist through my exhaustive internet searches (in Texas), but have yet to find a qualified/trained dyslexia tutor/therapist within a reasonable driving distance (30-40 minutes). These rules are essential in the success of our children. Teachers need to be aware. Many of them just don't know. I BEG you to please get this information to the teachers.	Comment considered. Section 11.00 of the proposed rules requires that each teacher receive professional awareness on the indicators of dyslexia and the science behind teaching a student who is dyslexic. This language mirrors the professional awareness requirement set forth in Act 1294. *No changes to proposed rules.*
4/2/14	Nancy Colburn, Parent	Comment (#1): Your implementation of the dyslexia law is shameful. Comment (#2): I gave an independent evaluation to Sara Logan, the principal at Lakewood because you refused to help my daughter. I told her I thought my daughter had dyslexia around August. The school testimony wasn't even started until the end of February which is also against the law since I requested this in August. Although an IEP meeting was called, and Sara was aware of my concerns, and even with a diagnosis from an independent evaluator, it was not addressed. We were told that independent evaluations would not be accepted, but only after an economically strapped family paid for the assessment. On February the 14th, I went to pick up my child as Sara and I had an argument about my daughter's rights under the law, and I was concerned that she would	Comment considered. *No changes to proposed rules.* Comment considered. Section 6.03 of the proposed rules provides that "[i]f a parent or legal guardian chooses to have an independent evaluation for the student, the school district shall consider the diagnosis from the independent evaluation and allow the student to receive direct intervention for a dyslexia [therapist]." This language mirrors the language in Act 1294 addressing independent evaluations. *No changes to proposed rules.*

		retaliate against my child. When I assessed that my child was okay, I took her back to school. The next day, CPS knocked on my door. I was told by the social worker that “the school doesn& rsquo;t think you are handling your daughter’s dyslexia properly.” She went on to say that my daughter had good grades, so why was I worried. In other words, I was at risk of losing my child simply for advocating for her. I filed a complaint with your agency within the two year limit and nothing was done. I have a screencap to prove I sent in the submission. I called her supervisor. I called the supervisor's supervisor. NOTHING WAS DONE. I want my daughter moved out of the public school system at THE DISTRICT'S EXPENSE. I want nothing more to do with your form of education. SHAME ON YOU ALL. Comment (#3): This is an excerpt from one of your speech therapists. Is this type of "professional" districts are allowed to hire? “She has strength in multiplication facts and process”. (My daughter does not know her times tables, and this a very common symptom of dyslexics.) “She completes all of her work. She completes the grade level reading and math with a little help.” (She always has to help with her homework at home, and often cries when trying to do math). “She completes her writing assignments with peer teacher helps.” “She is able to complete a task once the directions are read and explained to her orally. She copies class notes from the board. She is able to relate materials to personal experiences and make connections to facilitate (his) comprehension. She can share facts she has learned from home concerning animals plan test, etc. She has excellent classroom behavior. Participation is a strength.” “She enjoys learning and involves herself in every subject when she is in the classroom. This is a marked discrepancy when compared to the Becky Dearworth’s recommendations, and it certainly does not meet the guidelines for an appropriate IEP development. Goals must be measurable. Frankly, the “summary” written by this therapist could be described as offensive to any educated person reading it. How the district employed this person at all is a great mystery to me. In order to better understand the situation, this is what Becky Dearworth, XXXX speech therapist wrote in March of 2012. This was her end of the year review: “XXXX was still not reading fluently. She did make progress in the areas of word discrimination, rhyming, syllable counting, and blending, but she needed to continue work in the PA areas of blending, segmentation, and manipulation. She also stated that XXXX continued to struggle with phonetic reading skills and reading at a beginning third grade level. Comprehension skills are also an area of difficulty for her unless she is read to. This affects her ability to do any grade level work, especially math word problems independently in the regular classroom. Her math calculations are on a second and third grade level. Word problems are difficult for her. xxxxxshould continue to receive speech/language therapy for difficulties with phonological awareness, multisyllabic words, grammar, and oral/written expression 90 minutes weekly” Did this happen? Was this	Comment considered. *No changes to proposed rules.*

		recommendation followed? No - she was stripped of one day and the next year, it was recommended that she be dismissed. What kind of public education is being offered here? Why are you condemning our kids? Why aren't you doing anything? Shameful all the way around. Only four percent of the disabled kids test proficient at the school assigned to my child. Is the ADE going to sentence my child to poverty? The law went into effect in JULY! What have you done? Where is the help? How can you do this? Truly disgusted.	
4/7/14	Howard M. Knoff, State Personnel Development Grant	Conforming to sound psychometric standards and practices, and based on my 30 years of experience as school psychologist, I respectfully recommend the following changes in the proposed "ADE Rules Governing How to Meet the Needs of Children with Dyslexia" as tracked below: 3.04 "Response to Intervention (RTI)" is the practice of: 3.04.1 Screening all students to identify those ~~needing extra support~~;students exhibiting possible markers of dyslexia; 3.04.2 Completing further assessments of the students identified in 3.04.1 to determine accurate versus inaccurate (i.e., "false positive") screening results; 3.04.3 For those students accurately identified in 3.04.1, completing reviews of these students' educational, developmental, and learning histories; interviews with previous teachers and parents/guardians; and additional diagnostic assessments (after securing the consent of the students' parents or legal guardians) by a trained professional to identify: 3.04.3.1 Those students who have reading gaps for reasons not related to dyslexia (e.g., attendance, excessive school moves, poor instruction, poor curricula); and 3.04.3.2 Those students who have reading gaps for reasons related to dyslexia. 3.04.4 Identifying, for those students with reading gaps related to dyslexia and based on the diagnostic assessments in 3.04.3, the specific area(s) of literacy (see 3.03.4.1, 3.03.4.2, 3.03.4.3, 3.03.4.4, and 3.03.4.5) that represent the underlying reasons for these students' difficulties; 3.04.5~~2~~ Providing high-quality instruction and appropriate interventions to those students with valid markers of dyslexia based on the assessment results from 3.04.4 ~~matched to student needs;~~ 3.04.6~~3~~ Closely monitoring progress to assess both the learning rate and the level of performance of individual students receiving interventions; and 3.04.7~~4~~ Basing instructional decisions about the intensity and duration of interventions, and their termination when they have been successful and are no longer needed, on the assessment data reflecting individual student's response to intervention. **~~5.00~~ INTERVENTION AND SERVICES** 5.01 If the DIBELS screening, or the screening for rapid naming and encoding skills, indicates that a student has markers for dyslexia ~~and~~	Comment recognized. The commenter's proposed definition of "Response to Intervention (RTI)" is an expansion of the core definition already set forth in the proposed rules, and will be taken into account in the development of the Arkansas Dyslexia Resource Guide. Regarding sections 5.01, 5.02 and 5.06 of the proposed rules, those sections closely mirror the language of Act 1294, but the comments likewise will be considered in the development of the Guide. *No changes to the proposed rules.*

		~~needs intervention~~, the Response to Intervention (RTI) process in 3.04 above shall be used to validate these markers and the student's need for dyslexia-specific interventions~~address the needs of the student~~. 5.02 If screening~~RTI~~ indicates the possibility of dyslexia, the student shall be evaluated for dyslexia through the RTI process upon the notification and consent of the parents or legal guardians of the student. 5.06 If a student's performance on the DIBELS screening, and the appropriate screening for rapid naming skills and encoding skills under Section 4.00, indicates a need for additional screening the student may receive additional testing by a trained professional using a norm-referenced test	
4/7/14	Kelly Brown, Fayetteville Public Schools	Comment (#1): 5.02- What specific screeners or tests are to be done during the "evaluation". Since we want to keep these students out of special education what other assessments can be given besides the ones the school psychs use? 5.05 - Therapeutic services ay be provided by a tutor. Does that mean the person can be a paraprofessional who has been trained in Barton? 5.06 -What addition specific professional screening can be used? Who can give it? 6.01.1 - What exactly is a dyslexia evaluation? Can it be a screener and parts of test that assess phonological awareness, rapid naming, real and pseudo words, etc. 6.02 - What is the difference between the dyslexia evaluation in 6.01.1 and 6.02? 11:01- How many hours of professional awareness is required and if we have a dyslexia therapist in our district can she do it instead of the online or educational services cooperative? Comment (#2): 3.03 The terms 'Dyslexia Therapy' and 'therapeutic services' are used int eh same way. Can a paraprofessional provide therapeutic services such as Barton for Reading and Spelling if they have been trained by a dyslexia specialist? 3.03.4 Will there me a specific number on how small the group shall be or will that be left up to each school district. Some programs say 4 is a small group while others say 8. 4.03 Since DIBELS assesses phonological awareness, sound symbol recognition, alphabet knowledge, and decoding skills will and appropriate screener for rapid naming skills and encoding skills be issued or could the encoding skills be assessed using the Developmental Spelling Assessment that all ELLA and ELF teachers have been trained to give? 5.01 When it says "indicates that a student has markers" will there be a specific list given to each school district or will they each have their own? Since there is no Arkansas Dyslexia Resource Guide to reference I may be asking questions that are answered in it. 5.05 Can the term tutor be defined as someone other than the dyslexia specialist? It seems the terms interventionist, therapist, specialist and tutor are all used interchangeably. It would be helpful if each of those terms had a specific definition describing it. 6.01 "Parents shall be notified of results of the dyslexia evaluation" will there be a state wide formal letter from the ADE along with information and resource material that gives common indicators, appropriate classroom interventions and accommodations, along with parents rights? Since there is so much information out there	Questions recognized. They will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes to the proposed rules.* Questions recognized. They will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes to the proposed rules.*

		regarding dyslexia, I believe the cleared the wording in the law as well as the resource guide would be most beneficial for all parties involved. Questions recognized. They will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes to the proposed rules.*	
4/7/14	Deedra Berkemeyer	This legislation was not enacted when my children could have benefited. Please ensure that are teachers follow the specifics of this legislation for our early learners. Why wouldn't you?	Comment considered. *No changes to the proposed rules.*
4/11/14	Anna Beth Weaver	Based on the most current reading of the law I see a very strong possibility that we could see no change in having providing early intervention (which is key). Currently teachers should be referring students who have indicators of dyslexia and we are not seeing this. If they are not doing so now, by having students go through the RTI process after a diagnosis I would think there could be some major time wasted. Furthermore, as an educator myself, I understand the majority of my colleagues do not even have proper training in the RTI process to administer it. Thank you for your time.	Comment considered. Section 5.01 of the proposed rule (which substantially mirrors Act 1294) does not provide for RTI after "diagnosis," but rather after a student has been screened and the screening "indicates that a student has markers for dyslexia and needs intervention." The remaining comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes to the proposed rules.*
4/11/14	Lisa Herrington	The two items that concern me as the rules and procedures roll out are: 1. The use of RTI because I am not sure teacher and administrators really understand. 2. The term evaluation does not have to mean special education evaluation.	Comment considered. The comment related to RTI will be considered in in developing the Arkansas Dyslexia Resource Guide. The use of the term "evaluation" in the proposed rules substantially mirrors the use of that term in Act 1294. It is anticipated that further clarification and guidance will be provided in the Arkansas Dyslexia Resource Guide. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. *No changes made to the proposed rules.*
4/12/14	Melissa Thomas	I am in education and have read over the pending regulations for the dyslexia law in Arkansas. There are two items that are concern: 1. The use of RTI. I have encountered educators who are not familiar with what true RTI is. Often, students' actual needs are overlooked because it is too time-consuming to implement them. 2. I thought one of the primary reasons for this law was to get students with Dyslexia out of Special Education classrooms. Special Ed. classrooms are already too full and putting our students into resource will not necessarily help unless that person is trained in a research based method for Dyslexia. Please take a little more time to find better solutions. I have a son with Dyslexia who was falling through the cracks in public school. I found a tutor that worked with him and he is now a success story and has gone on to be in all AP classes. This is very important.	Comment considered. The comment related to RTI will be considered in in developing the Arkansas Dyslexia Resource Guide. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. *No changes made to the proposed rules*
4/14/14	Kathleen Atkins, UCA	Please note the following concerns about the proposed amendments:	Comment considered. For a discussion of special

		Term Evaluation: The intent of the law was not suggest evaluation was for special education. It was actually the opposite—to provide therapy immediately for students who might not otherwise qualify for SPED and would fall through the cracks. The result is less expensive testing, fewer children requiring SPED services which also requires less spending, students getting the reading intervention they need which would let SPED focus on the students who really need it. DIBELS is not the dyslexia screener. It is a universal screener for reading difficulty. It provides a good place to start in the process of finding a student who probably has dyslexia. The reason it was chosen is because it was reported that all schools were supposed to be administering DIBELS anyway, and because it is free and many teachers were already familiar with it. Any early screener for reading problems would be sufficient. (DIBELS just happens to red flag early reading problems, and early reading problems also overlap with markers of dyslexia. So the bill writers may have been confused that there was a separate screener specifically for dyslexia after the DIBELS.)	education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. Regarding DIBELS, *see* "Note" below 5.01, which recognizes that DIBELS alone may be insufficient to determine the existence of dyslexia, and which refers one to the upcoming Dyslexia Resource Guide for a list of screening instruments. *No changes made to the proposed rules.*
4/14/14	Diane Pounder, UCA	Regarding the proposed ADE rules & procedures regarding the Dyslexia law 1294, I concur with the attached feedback. [Attachments included first, a flow chart providing an opinion related to a process for "Screening to Intervention." Also included was an eight-page document including the author's account of "background on amendments" (to the Act as it was proceeding through the legislative process), the author's account of what the Act 1294 intended to accomplish, recommendations for clarifications/definitions to be used in the Arkansas Dyslexia Resource Guide, and "general comments about the law."] Some examples of comments/discussions contained in this document are: the document questions the term "evaluation," discusses that the intent of the law was to provide therapy outside of special education, notes that there are no "psychometrist[s]" in the State, refers one to the Texas Dyslexia Handbook, notes that DIBELS is not a dyslexia screener, makes suggestions regarding screeners, discusses instructional approaches, questions the use of the terms "dyslexia therapy" and "dyslexia therapists," discusses use of the terms "is dyslexic" when the law really meant "markers of dyslexia," voices concern that as written the proposed rule would require school districts to have only one interventionist if more were needed, and notes that terminology changes between the Act and the codified version of the law (although the language from the Act was used in the proposed rules) might confuse readers into thinking it appropriate to use the wrong guide (i.e., instead of the Dyslexia Resource Guide, as set forth in the Act and proposed rules, one might use the Resource Guide for Specific Learning Disabilities (SLD)/Dyslexia, which language appears in Ark. Code Ann. § 6-41-610).	Comment considered. Commenter's discussion will be reviewed and considered in the development of the Dyslexia Resource Guide, and as commenter correctly recognized, "[t]he resource guide will answer many questions." For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. Regarding DIBELS, *see* "Note" below 5.01, which recognizes that DIBELS alone may be insufficient to determine the existence of dyslexia, and which refers one to the upcoming Arkansas Dyslexia Resource Guide for a list of screening instruments. The term "psychometrist" was used in the Act and thus likewise was used in the proposed rules. The use of the term "evaluation" in the proposed rules substantially mirrors the use of that term in Act 1297, as were the terms "dyslexia therapy," "dyslexia therapist," and "is dyslexic." The proposed rules do not suggest that a school district need have only one dyslexia interventionist if more are needed. Like Act 1294, the proposed rules refer specifically to the "Dyslexia Resource Guide." *No changes made to the proposed rules.*
4/14/14	Patricia Kohler-Evans, UCA	I am writing in support of the new dyslexia legislation with a comment	Comment considered. The use of the term

		about evaluation. Those who support this legislation understand that someone with a background in SPED may read the word evaluation and automatically think of evaluation for SPED. However, this was certainly not the intent of this law. It was actually the opposite—to provide therapy immediately for students who might not otherwise qualify for SPED and would fall through the cracks. The result is less expensive testing, fewer children requiring SPED services which also requires less spending, students getting the reading intervention they need which would let SPED focus on the students who really need it. If every dyslexic student was tested for SPED eligibility, most believe that parents would be fine with that, as long as it was after the dyslexia screening and dyslexia intervention have begun.	"evaluation" in the proposed rules substantially mirrors the use of that term in Act 1924. It is anticipated that further clarification and guidance will be provided in the Arkansas Dyslexia Resource Guide. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. *No changes made to the proposed rules.*
4/14/14	Tripp Walter, Arkansas Public School Resource Center	3.03.2 This section might be improved by the inclusion of a definition of "direct instruction." 4.01.1 This section might be improved by the addition of a deadline date. 4.01.2 This section is not clear regarding how soon after entry the student must be screened. 5.00 This section does not clearly state when the parent will be notified of the need for additional testing. It is also unclear whether this process will follow the same timeline requirement as special education services. 5.01 This section might be improved by defining markers for dyslexia versus markers for a reading deficiency. 5.02 This section might be improved by stating a time for the parental permission to be obtained. Any guidance or timelines for gathering the permission to assess would also be helpful. The section might be improved by stating what qualifications the evaluator must have to serve in this role. 5.03 It would be helpful to list the address to locate the Arkansas Dyslexia Resource Guide under this section. 5.06 This section might be improved by defining which norm-referenced test is acceptable. 6.00 This section should state any guidance or timelines for gathering the permission to assess. 6.01.2.3.4 What qualifications or certifications does the evaluator need in order to serve in this role? 7.02This section should state where the list of approved programs are found. 8.01 It would be helpful to state here whether this is a stand-alone report	Comments/questions considered. Because the Arkansas Dyslexia Resource Guide has not yet been completed, a site cannot be identified under section 5.03. Regarding commenter's other comments/questions, they will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*

		or part of the e-school cycle reports. 13.00 This section should state where this resource will be located.	
4/16/14	Debbie Jones, Bryant SD	I recommend that we add the independent evaluator be required to be a licensed Dyslexia Practitioner so we prevent the over diagnosis of this condition. It should be written as follows: 6.03 If a parent or legal guardian chooses to have an independent evaluation for the student, the school district shall consider the diagnosis from a licensed Dyslexia Practitioner and allow the student to receive direct intervention from a dyslexia specialist.	Comment considered. Section 6.03 mirrors the language of Act 1294, which does not include this requirement. NOTE: In accordance with Act 1294, the last word of Section 6.03 should read "therapist," not "specialist." *No substantive changes made to the proposed rules; typographical error corrected to make language of proposed rule consistent with the Act.*
4/18/14	Karleen Sheets, Jonesboro SD	The following comments regarding the ADE proposed rules governing How to Meet the Needs of Children with Dyslexia are from Jonesboro Public Schools. Reviewing the rules was very difficult because the Arkansas Resource Guide for SLD/Dyslexia does not include the items referred to in the rules. If you need additional information, please let me know. a. 3.00 -- Add these definitions. i. "Tutor" and indicate if this is a licensed or non-licensed tutor. (highly-qualified teacher or para-pro). What training is required? ii. "Dyslexia specialist" and indicate if this is the ADE position or district position. iii. "Dyslexia interventionist" mentioned in 10.01 b. 3.03.04 – "Offered in a small group setting to teach students the components of reading instruction including <u>without limitation</u>:" Comment: The phrase "without limitation" could be interpreted to mean that all "dyslexia therapy" must include all of the components listed. However, the therapy should be based on individual needs as determined by student data. The student may be performing proficiently on some of these components of reading instruction and may not need them to be included in his/her "dyslexia therapy". We would suggest that something be included to state the "dyslexia therapy" would focus on target areas based on individual student needs identified through assessments. c. 4.03 – i. DIBELS is specifically mentioned. Would alternative assessments such as AimsWeb be acceptable? Many districts use AimsWeb to collect this data. ii. DIBELS/AimsWeb do not collect all of the data mentioned through grade 2. iii. What screener will be used for 3rd-12th grades? d. 4.04.1 – Students with other special education placements may also need to be exempt, not just students who have already been diagnosed with dyslexia. Perhaps other special education categories could be added for clarification.	Comments/questions considered. The Dyslexia Resource Guide referred to in both Act 1294 and the proposed rules currently is being developed by the ADE; it is *not* the same as the Arkansas Resource Guide for SLD/Dyslexia. Regarding commenter's other comments/questions, they will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*

		e. 4.04.2 – Specifically, what sensory impairments would prevent screening? More clarification would be helpful. f. 5.01 -- The Arkansas Dyslexia Resource Guide was developed in 2007 and is outdated. The assessments included in the guide are outdated. Also, what assessments should be used beyond 1st grade? g. 5.03 – A list of programs is included in the Arkansas Dyslexia Resource Guide… but, not a description of therapeutic services. h. 5.05 – Is the tutor licensed? May a parapro tutor? May a volunteer (licensed or non-licensed) serve as a tutor if appropriately trained? Must the tutor be a school employee? These details are not in the Arkansas Dyslexia Resource Guide. i. 6.03 – "If a parent or legal guardian chooses to have an independent evaluation for the student, the school district shall consider the diagnosis from the independent evaluation and allow the student to receive direct intervention from a dyslexia specialist." The term "dyslexia specialist" is used here. Is it referring to the ADE dyslexia specialist or someone in the district? Is it referring to a "dyslexia therapist"? Are there guidelines/criteria for independent evaluations? The terms "shall consider" and "allow the student" are used. This may be interpreted to mean that the district must accept the independent evaluation and that the student must be allowed to receive direct intervention. Clarification that states the district will review independent evaluations and determine eligibility for services would be helpful. j. 7.00 – The list of required instructional approaches for dyslexia therapy for all students may not meet the needs of all students in all grades. Stating that the dyslexia therapy will "… include the following instructional approaches" indicates that every student would have therapy that includes all of these approaches. Since therapy is based on student needs; it would better serve students to state that the dyslexia therapy is based on student assessment data and will meet the individual needs of students. k. 8.01 – Refers to the Arkansas Dyslexia Resource Guide in which this information is not included. l. 9.01 –The definition in 3.02 states that the dyslexia therapist is a "…professional who has completed training and obtained certification in dyslexia therapy…" Some dyslexia programs certify a wide variety of individuals as dyslexia therapists, will all of these be acceptable by the ADE? m. 10.01 – A new term is introduced, "dyslexia interventionists." What	

		are the requirements for this position? Must this person be licensed? n. 11.02 – Must the district be approved to provide the required professional awareness? Will this be required annually or in rotation with other ADE required PD?	
4/18/14	Tara Harris, Siloam Springs SD	I am so pleased to see legislation that supports our children with dyslexia. I have several questions on the subject. What are the acceptable accommodations/equipment for these students? At what point are students officially identified as being dyslexic? Can the school make this identification? Are our evaluations going to be sufficient to create a 504 or IEP? Will all students identified with dyslexia receive a 504 or IEP? If not, which ones will? Is one interventionist enough for each district when up to 20% of our students may need dyslexia therapy? Is the Ekwall Shanker an acceptable evaluation to add to the list? Which training programs will be acceptable for the dyslexia interventionist? Thank you for your hard work on this legislation. As an educator, I can't wait to see the positive changes you have made possible.	Comments/questions considered. These comments/questions will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*
4/21/14	Angela Bithell	Our family has been affected by dyslexia, dysgraphia, and dyscalculia. Our son who is now 14 has struggled through school. The schools aren't sure what program to use or don't have access to the program that is needed. Please vote for the training and for the programs to help the many children who are falling behind.	Comment considered. *No changes made to the proposed rules.*
4/21/14	Sara Jane Luckey, Retired Teacher	Comment (#1): 4.01.3 The skills assessed during screening are listed in 4.02,1-6. These are appropriate for Pre-K through 2nd grade, but by the time a student has reached THIRD grade or beyond, there has been exposure to learning. As a result, the skills listed in 4.02, 1-6 are not sufficient for screening at this level. At this point, a recommendation for assessment should be considered if a student shows extremely poor handwriting OR spelling OR comprehension. A writing sample is also vital at this point, as is the parent inventory, described in detail below. 4.02,1-6 The six skills listed for evaluation here are not sufficient without a parent inventory of the student's developmental history. There are numerous reliable markers that parents would have observed, such as: frequent ear infections in early years, delayed or confused speech, difficulty learning to tie shoes, confusion establishing a dominant hand, and scrambling consonants ("psghetti" or "aminal"), among others. 4.04.2 It is very important that "sensory impairment" be specifically (clinically) defined. As it stands, it seems to be leaving an ambiguous situation wide open for a lawsuit. Thank you for your time and consideration! Comment (#2): 5.02 "...The student shall be evaluated for Dyslexia..." WHAT will be used for this evaluation? WHO will provide it? WHO will determine these guidelines? WHAT background and training do the decision makers have? Have they studied what other states (Texas, for	Comments considered. Regarding Sections 4.02, 1-6 of the proposed rules, these sections mirror the language of Act 1294. These comments will be considered in the development of the Arkansas Dyslexia Manual. *No changes made to the proposed rule.* Comments/questions considered. The Dyslexia Resource Guide referred to in both Act 1294 and the proposed rules currently is being developed by the ADE; it is *not* a Guide that existed previously.

		example) are successfully doing to serve their Dyslexic students? Have they talked with the Superintendent in Flippin, who is already serving the 15-20% of the population of his school district, K-12, that is Dyslexic? Have they visited Mountain Home, where ALL first graders are learning to read using a research-based program that teaches Dyslexics to read? If not, WHY NOT? These decisions are too important to make based upon insufficient knowledge--the lives of many children and their families hang in the balance. 5.03 I have examined the" Arkansas Dyslexia Resource Guide" extensively, and find it to be quite out-of-date, not having been revised since 2007. There have been huge strides in this field since then, and it would be a shame to depend heavily on this document for the important decisions that need to be made. Again, could we not utilize similar documents from other states that are more current to help make wise decisions? 5.04 It is very important that students receive services through Section 504 rather than through Special Education. It would not be cost-effective to give such a large number of students the full battery of tests required for Special Education. Obviously, this battery of tests is incapable of diagnosing Dyslexia, as evidenced by the lack of identification of this learning challenge in the past. It is also not time-effective, as that process can be drawn out for many months. Students who are able to learn, and who only need a specific method in order to read successfully deserve to be taught using that method immediately. Thank you for your time and consideration.	Regarding commenter's other comments/questions, they will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*
4/22/14	Melissa Cox, Pottsville SD	Rules still aren't specific in guiding schools what to do. In 5.02, if RTI indicates possibility of dyslexia the student shall be evaluated for dyslexia. How? with what assessment? Because of this law, we have parents wanting the school district to diagnose their child with dyslexia...we still have no way of doing this. We can diagnose a student with a learning disability, but not dyslexia specifically. The DSM5 doesn't even recognize dyslexia as a diagnosis??? We need more specifics.	Comments/questions considered. These comments/questions will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*
4/22/14	Anna Salazar, Educator	I would like to express sincere gratitude that parents and lawmakers have come together and worked so hard to meet the needs of children with dyslexia. This is a group that we as Arkansas educators, both special education and general education, have been failing. With this dyslexia law, it seems that finally these children may experience success in literacy. Thank you for your hard work in creating this. At the same time, there is so much left to do. Parents, school districts and professionals still are in the dark. It may seem like we have plenty of time to get changes in place, but it's only a short year. Please complete and publish the RESOURCE GUIDE quickly so that professionals and districts can better prepare to provide these services. We need this information yesterday. Please get us a DRAFT, at least,	Comments/questions considered. These comments/questions will be considered in the development of the Arkansas Dyslexia Resource Guide. It is anticipated that further clarification and guidance will be provided in the Guide. *No changes made to the proposed rules.*

		before summer break. That way, possibly, some of our districts and professionals will have that time to seek trainings. School districts will need _funds_ to provide staff with high-quality training so that our students with dyslexia receive appropriate instruction. I don't know the current number of dyslexia therapists/interventionists in the state, but I suspect we are going to need many, many more. How will school districts train or recruit staff to fill this need? Where are the training programs? Will school districts end up using paraprofessionals, staff with great hearts and great intentions, but the very least training, to provide dyslexia interventions? Or will interventions be implemented by highly trained, highly skilled, licensed professionals? Please provide some guidance on performing dyslexia screenings for English Language Learners, and guidance for interpreting results. Please clarify the meaning of "Response to Intervention shall be used to address the needs of the student" when screening indicates markers for dyslexia. There is a possibility that RtI is not implemented as it was intended in many areas. Sally Shaywitz makes a great point when she refers to our shift toward RtI as going "from Wait-to-Fail to Watch-Them-Fail." Please publish a recommendation with concrete examples of timeframes and suitable interventions to clarify the intention of using RtI and please clarify the criteria would be used for RtI to indicate the possibility of dyslexia. Providing dyslexia services is doing what's best for children; however, not all Arkansas educators understand this. Many of us educators have been trained or coached to steer away from the word 'dyslexia' and we are not all comfortable with discussing it. It is my understanding that there are misconceptions out there about this law. Parents and school staff have so many unanswered questions. While we are hanging out in the dark, it is easy for frustration and doubt to multiply. Please, we need better information about how this will roll out. We need to be prepared in order to be successful. And we need funding. Thank you for all of your efforts, and for your continued support for the education of these children.	
4/22/14	George Lindsey	After completing the Orton-Gillingham Connections training, I realize how many children on my caseload and in my school have markers for dyslexia. Knowing the statistics of individuals with reading difficulties, high school drop outs, and adults incarcerated have markers for dyslexia - I would hope the State of Arkansas would want to prevent these problems in the future and provide research-based dyslexia interventions at the school level. We are failing our students and children when we are not providing the services that are needed and known and proven to make them successful adults. I have seen the success of the Orton-Gillingham Connections program for children who live with dyslexia. I pray that the State of Arkansas will make the right decisions for our future citizens.	Comments considered. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*

4/14/13 Public Comment Hearing	Scott Gann, Parent	Son is 4th grade student diagnosed with dyslexia. Discussed that son's dyslexia improved with the use of the Barton method.	Comments considered. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Sara Jane Luckey, Retired Educator	Who will approve what methods are used in schools and who will decide what it takes to be a certified or acceptable specialist or examiner? Has seen special education teachers scratching their heads because kids with dyslexia need a special way of being taught. Need a better definition in Section 4.04.2 of the proposed rules of "sensory impairment." Who is going to pay the costs associated with this new law? Supports the Barton system; these types of systems should be used to teach all children to read.	Comments considered. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Kim Head, Parent and Dyslexia Therapist	Has two concerns: 5.02 (dyslexia evaluation if RTI indicates the possibility of dyslexia) and 5.03 (therapeutic services to be provided if dyslexia evaluation indicates student is dyslexic). Need clarification of when a child would qualify for intervention. Concerned with term "evaluation" because it suggests child would be placed in special education services. This law is for students who do not already qualify for special education; the intention is to catch them early and get them into direct intervention. Need to know what programs will be approved for people who want to become certified.	*See* Department's Response to Comments (#1 and #2) of Kim Head (comment date 3/22/14), above. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Jenny Riley, Mountain Home SD	Like Ms. Head (above), concerned that wording of law/proposed rules suggests students to be served in special education; does not feel that special education is appropriate. Supports the Barton method; has used it and it works. Wants Barton to be one method available, but no only one. Needs guidance and clarification on how to get her certification for screening process. Feels all 1st and 2nd grade students should be taught with Barton.	Comments considered. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Kim Morgan	Concerned how someone will be able to determine through RTI whether a student has dyslexia (as opposed to an evaluation). Feels methods/programs other than Barton should be considered. Concerned only one dyslexia therapist is required to serve an entire school district.	Comments considered. Neither the law nor proposed rules provide that a school district need retain only one dyslexia therapist, regardless of student need. Remaining comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Dan Query, Superintendent, Flippin SD	Law addresses younger students but needs to address dyslexia in K-12. Concerned where resources will come from if the school districts "if we are going to do it right."	Comments considered. The law/proposed rules do not limit screening or services for dyslexia to students in K-2. *See e.g.,* Ark. Code Ann. § 6-40-103(b)(C) and proposed rules at section 4.01.3 (screening of students in grade three or higher). *No changes made to proposed rules.*

4/14/13 Public Comment Hearing	Tracy Latrell, Flippin SD	Supports the Barton system. Students need to receive dyslexia services outside of special education.	Comments considered. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Pam Cash, Mountain Home SD	Students need to receive dyslexia instruction outside of special education. The RTI process should not be lengthy.	Comments considered. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. These comments will be considered in the development of the Arkansas Dyslexia Resource Guide. *No changes made to the proposed rules.*
4/14/13 Public Comment Hearing	Dede Cain, U of A	Law was passed to bypass special education. By servicing students with dyslexia outside of special education, it ultimately will reduce the number of students in (and the costs associated with) special education.	Comments considered. For a discussion of special education, *see* the Department Response to Comment (#1) of Kim Head (comment date 3/22/14), above. *No changes made to the proposed rules.*

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INSTRUCTIONAL MATERIALS
~~March 1, 2012~~_____, 2013

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Instructional Materials.

1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-21-401 et seq., and 25-15-201 et seq.

2.00 PURPOSE

The purpose of these rules is to set forth requirements related to the purchase, distribution and use of instructional materials.

3.00 DEFINITIONS

~~3.01 "Basal textbook" means the textbook that contains the core curriculum for the subject area to be taught.~~

~~3.02~~3.01"Commissioner" means the Commissioner of Education.

~~3.03~~3.02 "Instructional materials" means:

~~3.03.1~~3.02.1 Traditional books, textbooks, and trade books in printed and bound form;

~~3.03.2~~3.02.2 Activity-oriented programs that may include:

~~3.03.2.1~~3.02.1 Manipulatives;

~~3.03.2.2~~3.02.2 Hand-held calculators; or

~~3.03.2.3~~3.02.3 Other hands-on material; and

~~3.03.3~~3.02.3Technology-based materials that require the use of electronic equipment in order to be used in the learning process. ~~Technology-based~~

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~~materials do not include the equipment required to make use of these materials.~~ ~~In accordance with Ark. Code Ann. 6-21-403, school districts may purchase digital resources and make available any equipment needed to access the digital resources.~~

~~3.04~~3.03 "School" or "School District" as those terms are used in these rules, shall include open-enrollment public charter schools.

~~3.05 "State" means the State of Arkansas.~~

~~3.06~~3.04 "State Board" means the Arkansas State Board of Education.

~~3.07 "Supplemental textbook" means textbooks that supplement the basal textbook.~~

~~3.08 "Textbook" includes textbooks in both printed form and electronic form.~~

4.00 GENERAL POWERS AND DUTIES OF THE STATE BOARD OF EDUCATION

4.01 Pursuant to Ark. Code Ann. § 6-21-404, the State Board of Education ~~is authorized and empowered to~~ may:

~~4.01.1 Provide for a statewide textbook selection committee as follows;~~

~~4.01.1.1 The Commissioner of Education shall select a statewide selection committee no later than June 15 of each year. Each state committee shall be composed of members representative of the subject areas and instructional levels being adopted and from the state at large. The committee shall include licensed personnel from public schools and shall include a majority of classroom teachers.~~

~~4.01.1.2 The committee shall recommend a list of instructional materials consistent with course content standards and curriculum frameworks.~~

~~4.01.2~~ 4.01.1 Require reports from school districts on the use and distribution of instructional materials; and

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~~4.01.3~~ 4.01.2 Do whatever else may be necessary for the general welfare of the public school ~~textbook and~~ instructional materials system in order to acquire the items at the lowest possible cost.

4.02 The powers enumerated in section 4.00 of these rules and in Ark. Code Ann. § 6-21-404 are cumulative and not restrictive.

~~4.03 The State Board shall have the power to modify the bid and contract form and negotiate any additional or modified terms that the State Board deems necessary for the administration of these rules.~~

~~4.04 Publishers must sell their materials at the same price to all schools and school districts in the State of Arkansas and must guarantee that price for the life of a state adoption cycle.~~

4.05 The State Board, through the Department of Education, will include funding for instructional materials in the foundation funding amount provided to each school district pursuant to Ark. Code Ann. § 6-20-2305.

5.00 GENERAL REQUIREMENTS RELATED TO INSTRUCTIONAL MATERIALS

5.01 Each school district shall select ~~a textbook~~ an instructional materials selection committee. ~~to be composed of a majority of licensed personnel, which shall include classroom teachers.~~

5.01.2 A majority of its members shall be licensed personnel, which shall include classroom teachers.

5.02 Public school districts shall provide ~~textbooks, other~~ instructional materials, ~~or digital resources~~, including the availability of any equipment needed to access the ~~digital resources~~ instructional materials, for all pupils attending the public schools of this state in kindergarten through grade twelve (K-12), inclusive, in all subjects taught in those grades, without cost to the pupils.

5.03 School districts may select their own ~~textbooks,~~ instructional materials~~, or digital resources, or school districts may select from the recommended state-approved list.~~ *including the equipment needed to access the instructional materials.*

5.04 Any materials purchased with state funds shall be consistent with course content standards and curriculum frameworks.

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5.05 The Department of Education shall monitor to ensure that all school districts in the State of Arkansas comply with Section 5.00 of these rules and with Ark. Code Ann. § 6-21-403. The primary method~~s~~ of compliance shall be through ~~a Report of Local Adoptions filed by a school districts with the Department of Education and through~~ a school district's Statement of Assurance filed with the Department of Education pursuant to Ark. Code Ann. § 6-15-202.

5.05.1 The Department of Education shall report in the annual school performance report a school district that fails to provide *instructional materials* ~~textbooks~~, ~~*other instructional materials, or digital resources*~~, including the availability of any equipment needed to access the ~~*digital resources*~~ *instructional materials* or any school district that charges any student a fee for use of or access to any instructional materials.

5.05.2 The State Board of Education shall report to the members of the House Committee on Education and Senate Committee on Education annually any school district out of compliance with Section 5.00 of these rules and with Ark. Code Ann. § 6-21-403 by November 1 of each year.

5.06 As used in this subsection, "person" means an individual, a partnership, a corporation, or an association.

5.06.1 A person who operates in this state shall not charge a school district a price for instructional materials that exceeds the lowest contracted price currently bid in another state on the same product.

5.06.2 A person shall sell instructional materials at the same price to all school districts in the state and must guarantee the price for the remainder of the school year.

~~**6.00 DETERMINATION OF RECOMMENDED INSTRUCTIONAL MATERIALS**~~

~~6.01 By March 15 of each year, the Department of Education shall prepare and distribute to school districts a recommended list of books, series of books, and other instructional materials for all subjects and instructional levels required by the Standards for Accreditation of Arkansas Public Schools and School Districts.~~

~~6.02 School districts may elect to purchase instructional materials from the state-recommended list, or school districts may select other instructional materials.~~

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~~6.03 If a school district selects other instructional material not recommended by the Department of Education, the school district shall certify to the Department of Education by June of each year which instructional materials the school district wishes to purchase by state contract from the state-recommended list.~~

~~6.04 If a school district selects other instructional materials not recommended by the Department of Education, the school district may purchase such materials outside any state contract.~~

~~7.00~~6.00 CONDITIONS FOR OFFERING TEXTBOOKS FOR ADOPTION, SALE OR EXCHANGE

6.01 As used in this subsection, "person" means an individual, a partnership, a corporation, a company, or an association.

~~7.01~~ 6.01.1 Before ~~any person, company, or corporation shall offer any school textbooks or other~~ a person may offer instructional materials used in kindergarten through grade twelve (K-12), inclusive, for adoption, sale, or exchange in the State of Arkansas, the person, ~~company, or corporation~~ shall ~~comply with the following conditions~~ by June 30 of each year, submit to the Department of Education a certified list of:

6.01.1.1 All state contracts made during the state fiscal year just ended on all instructional materials the publisher sold in this state during the state fiscal year just ended; and

6.01.1.2 Instructional materials sold to each school district in Arkansas, including the price of each instructional material.

~~7.01.1 The person, company, or corporation shall file a bid and contract form in the office of the Commissioner of Education showing the prices at which the publisher will agree to sell to the State of Arkansas during the contract period.~~

~~7.01.2 When the State Board of Education accepts any or all of the textbooks or other instructional materials in the bid and contract form and so certifies the form, the bid and contract form shall become an official contract.~~

~~7.01.3 The State Board of Education is authorized to permit publishers to bid current wholesale prices, or the State Board may require publishers to bid~~

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~~lowest existing contract prices at which the textbooks or other instructional materials are being sold elsewhere in the country.~~

~~7.01.4 The State Board of education shall certify in the call for bids whether it wants current wholesale prices or lowest contract prices.~~

~~7.01.5 In the bid and contract form, the publisher shall certify the date on which the current wholesale prices were established and submit a list of all existing adoption bids showing such items as may be requested by the State Board on an official form furnished by the State Board.~~

~~7.01.6 At the end of each fiscal year of the contract, the publisher shall submit a certified list of all state contracts made during the fiscal year just closed on all books or other instructional materials for which the publisher has a contract in the State of Arkansas.~~

~~7.01.7 The publisher shall automatically reduce prices in Arkansas whenever a contract is made at a lower price in another state after the date of the contract in Arkansas.~~

~~7.01.8 If any publisher makes a contract on a special or state edition in another state after the date of the contract in Arkansas, the State Board is authorized to require the publisher to supply the special or state edition to the schools of Arkansas at the contract price in other states.~~

~~7.01.9 The State Board may require a publisher to bid an exchange price on all basal or supplementary textbook bids, and all the price regulations in these rules applying to regular contracts shall also apply to exchange prices; and~~

~~7.01.10 The person, company, or corporation shall deposit a copy of each textbook and other instructional material in printed, digital or manuscript form in the Office of the Commissioner.~~

~~7.01.10.1~~6.02 All publishers doing business in the State of Arkansas shall maintain one (1) or more book depositories at the publisher's expense in ~~Arkansas~~ this state.

~~7.01.10.2 All items offered for sale in Arkansas pursuant to these rules shall be equal in quality to those deposited in the Office of the Commissioner and shall meet the minimum standards and specifications set forth by the State Board.~~

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8.00 CONTRACTS WITH PUBLISHERS

8.01 The State Board of Education shall make and execute contracts with all publishers whose books, series of books, or instructional materials have been recommended by the Department of Education.

8.02 The State Board shall determine the contract period, provided no contract period shall be for less than three (3) years nor more than five (5) years for courses subject to rapid knowledge-base changes. For courses determined by the State Board to be free of rapid knowledge-base changes, the contract period may be for a maximum of ten (10) years.

8.03 Contract periods for paperback books, novels, plays, and other forms of literature in a softbound cover that are part of a basal textbook program may be from one (1) to five (5) years.

8.04 If during the first two (2) years of any contract, the consumer price index has increased by twelve percent (12%) or more, the State Board is authorized to renegotiate with the contract holder the prices contained in the contract. The State Board may grant a price increase in the last three (3) years of the contract, provided the publisher certifies that the price is no higher than the lowest contract prices the product is currently bid in any other state.

8.05 The State Board is authorized to renew or extend contracts for no less than one (1) year nor more than two (2) years. This provision shall be made a part of the publisher's contract, and the State Board may exercise the provision by notifying the publisher no less than one (1) year prior to the expiration of the original contract.

9.00 EXCHANGE PROVISIONS

9.01 Any textbook exchange provisions approved by the State Board will guarantee the payment of exchange prices and govern the exchange on basal and supplementary textbooks.

9.02 The State Board may incorporate any exchange provisions it approves in the contract of the publisher, and the publisher shall be bound by such exchange provision of the contract as if it were a part of these rules.

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~~10.00~~7.00 ASSESSMENT OF DAMAGES FOR PUBLISHER'S FAILURE TO COMPLY

~~10.01~~7.01 The State Board is authorized to assess any publisher any amount of damages to the State of Arkansas for failure to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-21-401 et seq. or any published regulation of the State Board, provided that the publisher has been given a hearing before the State Board regarding the assessment of damages.

~~10.02~~7.02 ~~Failure~~ If a publisher fails to reimburse the State of Arkansas within six (6) months after notice of assessment has been served on the publisher, ~~shall give the State Board the right to cancel all the contracts of the publisher involved and to forbid the publisher to bid any future adoptions~~ the state board may prohibit the publisher from selling instructional materials in Arkansas for a maximum period of five (5) years from the date that damages are assessed pursuant to Section ~~10.00~~ 7.00 of these rules.

~~10.03~~7.03 The following procedures shall apply to a situation involving a publisher's alleged failure to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-21-401 et seq. or any published regulation of the State Board:

~~10.03.1~~7.03.1 The Commissioner of Education shall provide written notice, via certified mail, return receipt requested, to the publisher. The written notice shall include specific allegations of precisely how the publisher failed to comply with the terms of ~~the publisher's contract~~ Ark. Code Ann. § 6-20-401 et seq. or any published regulation of the State Board. The written notice shall also include a recommendation from the Commissioner of Education concerning the assessment of damages for the publisher's failure to comply.

~~10.03.2~~7.03.2 Within thirty (30) days of receipt of the written notification from the Commissioner of Education, the publisher shall respond in writing to the Commissioner of Education, indicating one of the following:

~~10.03.2.1~~7.03.2.1 The publisher concurs with the specific allegations and/or recommended assessment of damages; or

DRAFT

~~10.03.2.2~~7.03.2.2 The publisher disputes the specific allegations and/or recommended assessment and requests an appeal before the State Board of Education. Such a notice of appeal shall include a brief statement of the reasons why the Commissioner's specific allegations and/or recommended assessment of damages should not be adopted.

~~10.03.4~~7.03.4 If the publisher concurs with the Commissioner's specific allegations and/or recommended assessment of damages, or fails to respond to the same within thirty (30) days, the Commissioner shall place his or her recommended assessment of damages on the consent agenda of the next regularly scheduled State Board of Education meeting in accordance with the State Board of Education's procedures for the submission of agenda items.

~~10.03.5~~7.03.5 If the publisher disputes the Commissioner's specific allegations and/or recommended assessment of damages, the State Board of Education shall hear the publisher's appeal within sixty (60) days of receipt of the notice of appeal. Through mutual agreement, the Commissioner of Education and the publisher may extend the date of the hearing for an additional thirty (30) days.

~~10.04~~7.04 The following procedures shall apply to a hearing before the State Board of Education:

~~10.04.1~~7.04.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

~~10.04.2~~7.04.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Department of Education. The Chairperson of the State Board of Education may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.

~~10.04.3~~7.04.3 Every witness giving oral testimony must be sworn under oath by the court reporter and shall be subject to direct examination, cross examination, and questioning by the State Board of Education.

DRAFT

~~10.04.4~~7.04.4 For the purposes of the record, documents offered during the hearing by the Department of Education shall be clearly marked in sequential, numeric order (1, 2, 3).

~~10.04.5~~7.04.5 For the purposes of the record, documents offered during the hearing by the publisher shall be clearly marked in sequential, alphabetic letters (A, B, C).

~~10.04.6~~7.04.6 The Department of Education shall have the burden of proving, by a preponderance of the evidence, that the Commissioner's specific allegations and/or recommended assessment of damages be adopted.

~~10.04.7~~7.04.7 The State Board of Education may:

~~10.04.7.1~~7.04.7.1 Adopt the Commissioner's specific allegations and/or recommended assessment of damages be adopted;

~~10.04.7.2~~7.04.7.2 Modify the Commissioner's recommended assessment of damages; or

~~10.04.7.3~~7.04.7.3 Grant the appeal of the publisher.

~~10.04.8~~7.04.8 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board of Education shall provide a written decision to the Department of Education and the publisher within fourteen (14) days of the hearing.

~~*11.00*~~*8.00* NOTICE OF ILLEGAL ACTS INVOLVING SCHOOL OFFICIALS PURSUANT TO ARK. CODE ANN. § 6-21-410

~~*11.01*~~*8.01* It shall be illegal for the Commissioner of Education or any other employee connected with the Department of Education, any member of any selecting committee, or any member of any school board of directors to accept or receive any money, gift, property, or favor whatsoever from any person, firm, corporation, or any agent thereof offering for sale any item pursuant to Ark. Code Ann. § 6-21-401 et seq. or from any person in any way interested in such sale.

~~*11.01.1*~~*8.01.1* Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(a) shall be found guilty of a Class B misdemeanor.

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~~11.01.2~~8.01.2 Any fines collected under Ark. Code Ann. § 6-21-410(a) shall be deposited into the State Treasury to the credit of the Public School Fund.

~~11.02~~8.02 It shall be illegal for any teacher in the public schools of Arkansas or any person connected with the public school system of Arkansas in any capacity to have any interest in the profits, proceeds, or sale of any ~~school textbooks or other~~ instructional materials used in the schools of Arkansas under his or her charge or with which he or she is connected in any official capacity. However, this provision shall not apply nor have any reference to royalties or fees received by a person from the sale of ~~school books or other~~ instructional materials of which he or she is the author.

~~11.02.1~~8.02.1 Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(b) shall be guilty of a violation and subject to a fine of no less than fifty dollars ($50.00) nor more than two hundred dollars ($200).

~~11.02.2~~8.02.2 Any fines collected under Ark. Code Ann. Ark. Code Ann. § 6-21-410(b) shall be deposited into the State Treasury to the credit of the Public School Fund.

~~11.03~~8.03 It shall be illegal for any person directly or indirectly to promise or offer to give or cause to be promised, offered, or given any money, good, bribe, present, reward, or any valuable thing whatsoever to the Commissioner of Education, his or her assistants, or any other employee of the Department of Education, the Director of the Department of Career Education, his or her assistants, or any other employee of the Department of Career Education, any school board members, teachers, or other persons with the intent of influencing their decisions on any questions, matters, causes, or proceedings in the selection of any ~~textbooks or other~~ instructional materials.

~~11.03.1~~8.03.1 Any person who pleads guilty or nolo contendere to or is found guilty of violating Ark. Code Ann. § 6-21-410(c) shall be guilty of a Class B misdemeanor.

~~11.03.2~~8.03.2 Any fines collected under Ark. Code Ann. § 6-21-410(c) shall be deposited into the State Treasury to the credit of the Public School Fund.

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Date	Respondent	Comment	ADE Response
March 18, 2014 May 12, 2014	Tripp Walter, Arkansas Public School Resource Center	Section 4.01.2 Does this require bids on all items? Sampled items? Section 5.04 As evaluated by ????? How will this be evaluated? Section 5.05.1 How about costs for dual credit coursework? Section 5.06.2 How will this be checked? Monitored? Section 6.01 Checked after the fact?	**Comment considered. This section does not impose any requirement. It restates the statutory language found in Ark. Code Ann. § 6-21-404(a)(3), which outlines the State Board's authority relating to instructional materials.** **Comment considered. This section was not revised with the proposed changes to these rules. School districts are responsible for evaluating instructional materials to comply with this Section.** **Comment considered. It is unclear what the commenter is referring to. This section and this rule relate to instructional materials, not dual credit or concurrent credit coursework.** **Comments considered. Section 6.00 outlines the process for any person who sells instructional materials to submit a certified list, including prices, of instructional materials sold in this state and others. The language of Sections 5.06.2 and 6.01 mirrors the statutory language in Ark. Code Ann. § 6-21-406.** **No changes were made to the rules as a result of these comments.**
March 13, 2013 April 24, 2014	Mary Cameron, Bureau of Legislative Research	Is there a reason why all of the changes that were made in Act 511, Section 2, (6-21-403(b) (i.e. "including the equipment needed to access the instructional materials") were not made I the corresponding Rule 5.03? Is there a reason that the changes that were made in Act 511, Section 2, (6-21-403(d)(1)(B) were not made in the corresponding Rule 5.05.1? In 5.03, you added "including the materials needed…" Should this be "including the equipment needed?"	**Comments considered. It was an oversight that these changes were not made. These sections have now been revised to mirror the statutory language.**
April 15, 2014	Connie Mitchell, Siloam Springs School District	Section 5.05.1 reads as if schools not providing textbooks will be reported on their school performance report. Could the wording be changed to allow alternatives to textbooks.	**Comment considered. The language should read that if a district fails to provide "instructional materials" they will be reported on the school performance report. "Instructional materials" is a broader definition than "textbooks."**

Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program

~~January 2013~~

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program.

1.02 The State Board of Education promulgated these Rules pursuant to ~~implementation of~~ Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204 and Acts 600, 1073, 1081 and 1429 of 2013.

1.03 These Rules ~~have been amended to~~ reflect the decision of the United States Department of Education (~~USDOE~~ US Ed) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods designated by the ~~USDOE~~ US Ed for which the ADE receives flexibility from certain provisions of ESEA.

1.04 These Rules include the applicable requirements formerly contained within the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

2.0 Purposes of Rules

2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.

2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:

2.02.1 Set clear academic standards that are periodically reviewed and revised;

2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;

2.02.3 Establish expected achievement levels;

2.02.4 Report on student achievement and other indicators;

2.02.5 Provide evaluation data;

2.02.6 Recognize academic success and failure;

2.02.7 Apply awards and sanctions; and

2.02.8 Comply with current federal and state law and State Board rules and regulations.

2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level and subject area academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.

2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level or subject area academic proficiency.

2.06 To outline testing and assessment security and confidentiality requirements.

2.07 To establish a program to identify, evaluate, assist and advise public schools and public school districts in academic distress.

3.0 Definitions – For the purpose of these Rules, the following terms mean:

3.01 "Academic Content Standards" – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.

3.02 "Academic Distress:"

3.02.1 A classification assigned to any public school district:

3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or

3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.2 A classification assigned to any public school:

3.02.2.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; or

3.02.2.2 Is a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP).

3.02.~~2~~3 The ADE shall re-establish the threshold<u>s</u> listed in Section<u>s</u> 3.02.1~~.1~~ <u>and 3.02.2</u> of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.

<u>NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.</u>

<u>3.04 "ACT" – the ACT assessment for college placement administered by ACT, Inc.</u>

3.0~~4~~<u>5</u> "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.

<u>3.06 "Advanced Placement Test" – the test administered by the College Board for a high school preparatory course that incorporates the topics specified by the College Board on its standard syllabus for a given subject area and is approved by the College Board.</u>

~~3.05 "Alternative Education Intervention Program" – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.~~

3.0~~6~~7 "Approved Early Reading Assessments" – Those assessments that identify students' strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.

3.0~~7~~8 "Approved Intensive Reading Program" – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.

3.0~~8~~9 "Annexation" – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-1~~5~~3-1401 et seq. or § 6-13-1601 et seq.

3.~~09~~10 "Arkansas Comprehensive Assessment Program" –The testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; 3)other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas, and the high school literacy assessment.

3.~~10~~11 "Arkansas Comprehensive Testing, Assessment and Accountability Program" – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.

3.~~11~~12 "Arkansas Comprehensive School Improvement Plan (ACSIP)" – the individual school's comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.

3.13 "Assessment" means an examination instrument designed to measure certain levels of knowledge; as measured by established requisite scale scores, for those academic courses that are the subject of end-of-course testing as required by these Rules.

3.~~12~~14 "Augmented Test" – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.

3.~~13~~15 "Awards" – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.

3.~~14~~16 "Benchmarks/Grade-Level Benchmarks" – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.

3.~~15~~17 "Board" or "State Board"– The Arkansas State Board of Education.

3.18 "College and career readiness" means the acquisition of the knowledge and skills a student needs to be successful in future endeavors, including:

3.18.1 Successfully completing credit-bearing, first-year courses at a postsecondary institution; and

3.18.2 Embarking on a chosen career.

3.19 "College and career readiness assessment" means a set of criterion-referenced assessments of a student's acquisition of the knowledge and skills the student needs to be successful in future endeavors, including credit-bearing, first-year courses at a postsecondary institution, such as two-year or four-year college, trade school, or technical school, or to embark on a career.

3.~~16~~20 "Consolidation" – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-1~~5~~3-1401 et seq. or § 6-13-1601 et seq.

3.~~17~~21 "Criterion-Referenced Test (CRT)" – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State's Academic Content Standards.

3.~~18~~22 "Department" or "ADE" – The Arkansas Department of Education.

3.~~19~~23 "District Improvement Plan" – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.

3.~~20~~24 "Early Intervention" – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student's ability to function proficiently at grade level.

3.~~21~~25 "Elementary School" – public school(s) having some combination of grades kindergarten through four (K – 4).

~~3.22 "End-of-Course Exam" – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills tEnd-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.~~

3.~~23~~26 "Essential Elements – Early Reading" Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.

3.~~24~~27 "Grade Level" – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.

3.~~25~~28 "~~General~~ End-of-Course Assessment" – a criterion-referenced assessment taken ~~upon successful completion of~~ during a course of study set by the State Board of Education:

(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment; and

(b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

~~(c) Further guidance concerning the administration and remediation of general end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

3.~~26~~29 "High School" –grades nine through twelve (9-12).

3.~~27~~30 "High School Literacy Assessment" – an end-of-level literacy assessment given to all students in grade eleven (11).

~~3.28 "High-Stakes End-of-Course Assessment" – a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under Ark. Code Ann. § 6-15-433(b)(3)(A)(iii):~~

~~(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and~~

~~(b) for which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by State Board rules.~~

~~(c) Further guidance concerning the administration and remediation of high-stakes end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.~~

3.31 "Individualized Academic Improvement Plan (IAIP)" – a written plan detailing supplemental or intervention and remedial instruction, or both, in deficient areas for any student who has not met the requisite scale score on an end-of-course assessment.

NOTE: For the purposes of these Rules, "Academic Improvement Plan (AIP)" and "Individualized Academic Improvement Plan (IAIP)" may be used interchangeably.

3.32 "Individualized Education Program (IEP)" – a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with 34 C.F.R. 300.320 through 300.324.

3.~~29~~33 "Intensive Reading Improvement Plan (IRI)" – An intervention program for any K-2 student identified with substantial reading difficulties.

3.34 "International Baccalaureate Assessment" – an assessment administered by the International Baccalaureate Organization for a course offered under the International Baccalaureate Diploma Program.

3.~~30~~35 "Longitudinal Tracking" –tracking individual student yearly academic achievement gains based on scheduled and annual assessments.

3.~~31~~36 "Middle School" or "Middle Level"– grades five through eight (5 – 8).

3.~~32~~37 "No Child Left Behind Act" – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.

3.~~33~~38 "Norm-Referenced Test (NRT)" – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument, ~~including~~ which may include the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).

3.~~34~~39 "Parent" – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.

3.~~35~~40 "Participation in Remediation" - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.

3.~~36~~41 "Pass Rate" – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. ~~However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.04 for the proficiency definition)~~

3.~~37~~42 "Point-in-Time Intervention and Remediation" – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.

3.~~38~~43 "Public School District/Public School" – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.

3.~~39~~44 "Reconstitution" – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current

superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.

3.~~40~~45 "Remediation" – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.

3.~~41~~46 "Safe Harbor" – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.

3.~~42~~47 "Sanction" – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.

3.48 "SAT" – the standardized college entrance examination administered by the College Board.

3.~~43~~49 "School Improvement" – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.

3.~~44~~50 "Secure Examination or Assessment" – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.

3.~~45~~51 "Starting Point" – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.

3.~~46~~52 "Substantial Reading Deficiency" – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).

3.~~47~~53 Uniform School Readiness Screening" - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.

~~3.48 "Value-Added Computations of Student Gains" – statistical analyses of the educational impact of the school's instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.~~

4.0 Academic Content Standards

4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.

4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:

4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;

4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;

4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;

4.02.4 Review and input by the Departments of Higher Education and Career Education as well as community members; and

4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.

4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state's mandated

augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.

4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.

4.06 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010. The Common Core State Standards can be found at:

http://www.corestandards.org/the-standards

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

School district boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

Every student attending an Arkansas public school shall participate in the statewide program of educational assessments required in Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009 and established by the State Board.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

5.01.2 ~~*Kindergarten,*~~ Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all

students in first grade and second grade in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in ~~reading and writing literacy~~ English language arts; and (4) social studies as funds are available and approved by the State Board of Education.~~; and (5) for the 2014-2015 school year and thereafter, End-of-Course testing in English II~~.

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades or courses shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of the student's individual education program (IEP) committee, as documented in the student's individual educational program.

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the

standard state assessments (augmented benchmarks, ~~General and High-Stakes~~ End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.

5.02.5.4 ~~LEP~~ English Learners (ELs) ~~students~~ shall participate in all required criterion referenced assessments. ~~LEP students~~ ELs may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.

5.02.5.5 ~~LEP students~~ ELs with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy Assessment. Districts may exercise this option. ~~LEP students~~ ELs must take the appropriate mathematics and science tests.

5.02.6 End-of-Course Assessments

5.02.6.1 Every student attending an Arkansas public school in Arkansas shall participate in the actual course and statewide program of end-of-course assessments as designated by the State Board.

5.02.6.2 Every student required to participate in the statewide program of educational assessments required by Ark. Code Ann. § 6-15-2009 shall not receive credit on his or her transcript for Algebra, Geometry, Biology, or any other course that requires an end-of-course assessment for which the student has not received the requisite scale score on a general end-of-course assessment, until the student is identified as having participated in remediation through an individual academic improvement plan.

5.02.6.3 The individual academic improvement plan shall include remediation activities focuses on those areas for need for students who failed to meet the requisite score on an end-of-course assessment.

5.02.6.4 For the purpose of an end-of course assessment, remediation does not require that a student retake a subsequent end-of-course assessment in order to receive academic credit for a course.

5.02.6.5 The end-of-course assessment program shall be maintained in such a manner as to meet the requirements of state and federal law, including the full range of students with disabilities.

5.02.6.6 The superintendent of each public school district shall be responsible for the proper administration of Ark. Code Ann. § 6-15-2009 and these Rules to implement the requirements of Ark. Code Ann. § 6-15-2009.

5.02.6.7 To the extent that a public school district is determined to have knowingly failed to administer the provisions of applicable law or these Rules, the superintendent's license shall be subject to probation, suspension, or revocation under Ark. Code Ann. § 6-17-410.

5.02.6.8 The ADE shall establish and publish by Commissioner's Memo each school year an end-of-course assessment cycle for end-of-course assessments that shall be strictly followed by school districts unless a school district has received a written waiver from the ADE because of a catastrophic occurrence.

5.02.6.9 The ADE shall prepare and develop the form of end-of-course assessments along with any and all documents, manuals, forms and protocols necessary for the proper administration, completion, submission and scoring of the assessment. The assessment shall be composed of sections that may include both multiple choice and open-response test items.

5.02.6.10 All Arkansas laws and ADE rules governing test administration, security and confidentiality that apply to examinations given to Arkansas public schools from K-12 grade shall apply in full to all end-of-course assessments and alternative assessments set forth under Ark. Code Ann. § 6-15-2009.

5.02.6.11 The ADE shall take steps to ensure that the end-of-course assessments are properly aligned with state standards and that professional development

training is available for teachers teaching courses for which an end-of-course assessment is required.

5.02.6.12 In administering the assessments under Ark. Code Ann. § 6-15-2009 and these Rules, the school district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and ADE rules.

5.02.6.13 The ADE shall establish and promulgate by way of these Rules the requisite scale score requirement for any Arkansas public school student taking each end-of-course assessment and alternative assessment.

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

5.05.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;

5.05.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;

5.05.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;

5.05.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;

5.05.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded;

5.05.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s); and

5.05.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.

5.05.3 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.

5.05.4 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.

5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.

5.07 Test Security and Confidentiality

5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.

5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

5.07.2.1 Revocation, suspension, or probation of an individual's license,

5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state ~~personnel~~ professional licensure file;

5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;

5.07.2.4 Additional professional development to be administered by the school district or open-enrollment public charter school to all licensed school district personnel involved in test administration within the time specified;

5.07.2.5 Issuance of a letter of warning to the school district or open-enrollment public charter school; and

5.07.2.6 Establishment of a school district or open-enrollment public charter school plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.

5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of a test or assessment is defined as any departure from either the requirements established by the Commissioner of Education for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:

5.07.3.1 Viewing secure assessment materials;

5.07.3.2 Duplicating secure assessment materials;

5.07.3.3 Disclosing the contents of any portion of secure assessment materials;

5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;

5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;

5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;

5.07.3.7 Failing to follow the specified testing procedures or to proctor students;

5.07.3.8 Failing to administer the assessment on the designated testing dates;

5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;

5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth is this section;

5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or

5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass/proficiency rate for each ~~high-stakes~~ end-of-course assessment.

6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas

Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

~~6.03 All initial high-stakes end-of course assessments for Algebra I shall be administered by grade ten (10). Beginning with the 2014-2015 school year, all initial high-stakes end-of-course assessments for English II shall be administered by grade ten (10). The Board shall establish a requisite scale score of student performance on the High-Stakes End-of-Course Algebra I Examination. The following numerical scores define that performance level.~~

~~**High-Stakes End-of-Course Algebra I Pass Scale Score**~~	
~~**Not Pass**~~	~~**Pass**~~
~~**158 and Below**~~	~~**159 and Above**~~

6.0~~4~~3 The following numerical scores define the performance levels on the criterion-referenced assessments and on the Alternate Assessments for Students with Disabilities for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams) **Scale Score Ranges**				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams) **Scale Score Ranges**				
Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

~~General~~ End-of-Course Algebra I **Scale Score Ranges**			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

~~General~~ End-of-Course Geometry **Scale Score Ranges**			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

~~General~~ End-of-Course Biology **Scale Score Ranges**			
Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy **Scale Score Ranges**			
Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 – ~~249~~ 227	~~250~~ 228 & above

Mathematics Alternate Assessment for Students with Disabilities **Scale Score Ranges**					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 – 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 – 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 – 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 – 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 – 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 – 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487- 663	664 - 685	686 – 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 – 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 – 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 – 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 – 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 – 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 -149	150 -199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 – 680	681 - 692	693 - 740

7.0 Student Accountability

7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.

7.02 Students identified as failing to achieve at the proficient level on a) the state mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2

not scoring proficient on the state mandated NRT(as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.

7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.

7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.

7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessment.

7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.

7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.

7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.

7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.

7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an

Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

7.03 Retention for failure to participate in the Academic Improvement Plan

7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.

7.03.2 A student in grades three (3) through eight (8), identified as not ~~passing a benchmark assessment~~ meeting the requisite scale score on the criterion-referenced assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

7.03.3 Any student required to take an ~~general~~ end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to ~~pass a general~~ meet the requisite scale score of an end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for ~~a general~~ an end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the ~~general~~ end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. ~~For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.~~

7.03.4 Remedial activities and instruction provided during high school ~~may~~ shall not be in lieu of English language arts, mathematics, science, history or ~~social studies, or~~ other core ~~subjects~~ courses required for graduation.

7.03.5 Any student who does not score at the Proficient level on the criterion–referenced assessments in ~~reading, writing~~ English language arts and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.

7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.

7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.

~~7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.~~

~~7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.~~

~~7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.~~

~~7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.~~

7.03.8 The State Board may require remediation activities and an individualized academic improvement plan for a student in grade eleven (11) or below who does not meet the requisite scale score for a particular college and career readiness measurement.

7.03.8.1 The State Board may require that the individualized academic improvement plan include one (1) or more opportunities for a student to retake the measurement.

7.03.8.2 For the purpose of a college and career readiness measurement, remediation shall not require that a student pass a subsequent college and career readiness measurement in order to graduate from an Arkansas high school.

7.04 The results of ~~general and high-stakes~~ end-of-course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the ~~general~~ end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). ~~Each course for which a student completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).~~

7.05 Each year the ADE shall make public item and task prototypes for the English language arts and mathematical assessments required by these rules or a selection of actual items and tasks from the most recent assessments.

7.0~~5~~6 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.

7.0~~6~~7 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.

7.0~~7~~8 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.

7.0~~8~~9 Reading Deficiency for Students in Kindergarten through Grade Two

7.0~~8~~9.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.

7.0~~8~~9.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.

7.0~~8~~9.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of

diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.

7.0~~8~~9.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.

7.0~~8~~9.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

7.0~~8~~9.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.

7.0~~8~~9.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.

7.0~~8~~9.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.

7.0~~8~~9.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.

7.0~~8~~9.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.

7.0~~8~~9.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.

7.0~~8~~9.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

7.0~~8~~9.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

7.0~~8~~9.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

7.0~~8~~9.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

7.~~09~~10 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

7.~~09~~10.1 That the child has been identified as having a substantial deficiency in reading;

7.09~~10~~.2 A description of the current services that are provided to the child; and,

7.09~~10~~.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the ~~USDOE~~ US Ed on June 29, 2012.

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school and school district annually on the school's performance rate data for the purposes of improving student performance based on data and the performance of students on the state assessment system.

8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.

8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—

- Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;

- Meet or exceed the annual measurable performance levels described in Section 9.0, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and

- Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.

8.06 The following subgroups must be included in the school/school district data disaggregation:

8.06.1 Students with Disabilities;

8.06.2 Students who are English Language Learners;

8.06.3 Economically Disadvantaged Students; and

8.06.4 Ethnic Subgroups;

8.06.4.1 Caucasian

8.06.4.2 African American

8.04.4.3 Hispanic

8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.

8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single

statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.

8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.

8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.

8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.

8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the "starting point" for AYP as set forth in Section 3.44 above.

8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63

Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.

8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.

8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the ~~USDOE~~ US Ed on June 29, 2012. Sections 9.13 ~~through 9.21~~ and 9.14 of these Rules continue to apply along with Section 13.00 of these Rules.

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.

9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.

9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.

9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.

9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.

9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.

9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.

9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.

9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.

9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.

9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.

9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

~~9.13 School Performance Rating System and Performance Category Levels~~

~~9.13. 1 The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end–of–course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment~~

~~9.13.2 The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g)(1), and defined according to rules of the State Board of Education:~~

~~(1) "Level 5", schools of excellence;~~
~~(2) "Level 4", schools exceeding the standards;~~
~~(3) "Level 3", schools meeting the standards;~~
~~(4) "Level 2", schools on alert; or~~
~~(5) "Level 1", schools in need of immediate improvement.~~

~~9.14 For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.~~

~~9.15 Annual School Performance Rating: Weighted Average Approach~~

~~9.15.1 Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.~~

~~9.15.2 Numerical values to be used as weighting factors can be assigned to each student's performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)~~

~~9.15.3 With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.~~

~~9.15.4 The sum of the weighted student performance for each subject~~

~~and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.~~

~~9.16 Achievement Rating Weighted Average Approach~~

~~9.16.1 Assigned the following points:~~

~~4 points per student scoring in the advanced category,~~
~~3 points per student scoring in the proficient category;~~
~~2 points per student scoring in the basic category,~~
~~1 point per student scoring in the below basic category.~~

~~Points = Number of student scoring in category X points assigned to categories~~

~~9.16.2 Example~~

~~Number of Students~~	~~Scoring Category~~	~~Points Assigned to Categories~~	~~Total~~
~~10~~	~~Advanced~~	~~4~~	~~40~~
~~30~~	~~Proficient~~	~~3~~	~~90~~
~~40~~	~~Basic~~	~~2~~	~~80~~
~~20~~	~~Below Basic~~	~~1~~	~~20~~
~~Total points for the school for all categories~~			~~230~~

~~9.17 Achievement Rating: Weighted Average Approach Calculation~~

~~9.17.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.~~

~~Points Received~~	~~Number of Students~~	~~Rating~~
~~230~~	~~100~~	~~2.3~~

~~9.17.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.~~

~~Standard Setting Recommendations Stakeholder Advisory Panels~~				
~~Cut Scores~~	~~Cut ½~~	~~Cut 2/3~~	~~Cut 3/4~~	~~Cut 4/5~~
~~Administrators~~	~~1.7~~	~~2.19~~	~~2.76~~	~~3.02~~
~~Teachers~~	~~1.6~~	~~2.25~~	~~3.0~~	~~3.5~~

~~Business~~	~~1.735~~	~~2.145~~	~~2.7~~	~~3.365~~
~~Parents~~	~~1.75~~	~~2.2~~	~~2.65~~	~~3.0~~
~~School Board~~	~~1.81~~	~~2.30~~	~~2.87~~	~~3.30~~
~~Median~~	~~1.735~~	~~2.2~~	~~2.755~~	~~3.300~~
~~**Average**~~	~~**1.719**~~	~~**2.21**~~	~~**2.79**~~	~~**3.23**~~

~~9.17.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.~~

~~9.17.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the "schools of excellence" performance category level.~~

~~**Expert Panel Cut Scores**~~	~~**Performance Categories**~~
~~3.23 – 4.0~~	~~Schools of excellence~~
~~2.79 – 3.22~~	~~Schools exceeding the standards~~
~~2.21 – 2.78~~	~~Schools meeting standards~~
~~1.719 – 2.20~~	~~Schools approaching the standards (alert)~~
~~1.0 – 1.718~~	~~Schools in need of immediate improvement~~

~~9.17.5 The second category, growth shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.~~

~~9.18 School Choice~~

~~9.18.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.~~

~~9.19 Supplemental Educational Services~~

~~9.19.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.~~

9.~~20~~13 Recognition Awards

9.~~20~~13.1 ~~Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to Ark. Code Ann. §§ 6-15-421 and 6-15-2107.~~ Pursuant to Ark. Code Ann. § 6-15-2107m schools performing at the top twenty percent (20%) of all public schools in Arkansas in combined student performance,

student academic growth, and, for a secondary school, graduate rate, are eligible for Arkansas School Recognition Program rewards and performance-based funding.

9.~~21~~14 Sanctions

9.~~21~~14.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the "school of excellence" performance rating.

10.0 School District Accountability

NOTE: During the time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.0~~8~~7 of these Rules shall remain in place even during time periods designated by the ~~USDOE~~ US Ed for which the ADE may receive flexibility from certain provisions of ESEA.

10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.

10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);

10.01.2 Determine the district percent of participation across each grade level group; and

10.01.3 Determine the district status on secondary indicator across each grade-level group.

10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.

10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.

10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement.

The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

10.04 Academic Distress – Procedures for Identification, Classification and Appeal of Public School and Public School Districts in Academic Distress

10.04.1 A public school or public school district which meets the definition of "Academic Distress" set forth in Section 3.02 of these rules shall be designated in Academic Distress.

10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school's Priority Improvement Plan (PIP), the Department shall identify all public schools and public school districts in Academic Distress and shall notify in writing each school district superintendent and board president of the public school and public school districts via certified mail, return receipt requested.

10.04.3 ~~A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.~~ Any school district identified or in which a public school is identified in academic distress may appeal to the State Board by filing a written appeal with the Commissioner of Education via certified mail, return receipt requested, within thirty (30) calendar days of receipt of the written notice of academic distress status from the Department.

10.04.4 ~~The Board shall render a written decision of a classification on a district's appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district's written request.~~ The State Board shall hear the appeal of the school district within sixty (60) days of receipt of the written appeal in the Commissioner's office.

10.04.5 The ~~decision of the Board~~ State Board's determination shall be final ~~with no further right of appeal,~~ except that a school district may appeal to ~~the Circuit Court of Pulaski County pursuant to~~ Pulaski County Circuit Court under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201, et seq. ~~the Administrative Procedures Act, A.C. A. §25-15-201 et seq.~~

10.04.6 A school district or public school identified by the Department as being in academic distress shall be classified as a school

district or public school in academic distress upon final determination by the State Board.

10.05 Time Limitation of Academic Distress Status

10.05.1 ~~A~~ Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and § 6-15-430, a public school or public school district identified as in academic distress shall have no more than ~~two (2)~~ five (5) consecutive school years ~~beginning on July 1 following the date of notice of identification to be removed from academic distress status~~ from the date of classification of academic distress status to be removed from academic distress status.

10.05.2 The State Board may at any time take enforcement action on any school district in academic distress status ~~including, but not limited to~~ including without limitation, annexation, consolidation, or reconstitution of a school district pursuant to ~~A.C.A.~~ Ark. Code Ann. § 6-13-1401 et seq. and the authority of Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.

~~10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from academic distress during the relevant time period due to external forces beyond the school district's control.~~

10.05.3 The State Board may take enforcement action at any time on a public school in academic distress under these Rules and Title 6, Chapter 15, Subchapter 4 of the Arkansas Code.

10.05.4 Except as otherwise set forth in these Rules and Ark. Code Ann. § 6-15-429 and §6-15-430(d), a public school or school district shall not be allowed to remain in academic distress status for a time period greater than five (5) consecutive school years from the date of the classification of academic distress status.

10.05.5 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

10.05.6 If a public school or school district classified as being in academic distress fails to be removed from academic distress status within the allowed five-year time period and has not been granted additional time under these Rules or Ark. Code Ann. § 6-15-429, the State Board shall annex, consolidate, or reconstitute the public school or school district before July 1 of the next school year.

10.06 Procedures for assisting school districts in academic distress

10.06.1 Within thirty (30) calendar days of classification by the State Board, each ~~Academic Distress~~ public school and public school district in academic distress shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the public school or public school district is experiencing academic distress.

10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the public school or public school district and determine the need for on-site technical assistance or technical assistance via distance technology.

10.06.3 The team of educators shall evaluate and make recommendations to the public school or public school district superintendent within sixty (60) calendar days following the school's or district's classification as ~~an Academic Distress school district~~ being in academic distress.

10.06.4 Public schools and public school ~~School~~ districts classified as ~~Academic Distress~~ being in academic distress shall provide access to all school and district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.

10.06.5 The Department, with assistance from the team of educators, shall review the data relative to the academic status and performance of students in the ~~Academic Distress~~ academically distressed public school or public school district.

10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the ~~Academic Distress school district~~ academically distressed public school or public school district.

10.06.7 The Department shall provide relevant technical assistance to each identified public school or public school district based upon the needs identified in the Comprehensive School Improvement Plan.

10.0~~8~~7 Procedures for evaluating and removal of public schools and public school districts from academic distress status

10.0~~8~~7.1 The Department shall review and annually report to the Board the academic conditions existing in each ~~Academic Distress school district~~ academically distressed public school or public school district.

10.0~~8~~7.2 A public school or public school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 State Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

~~11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;~~

~~11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.~~

~~11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education.~~

~~11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.~~

~~11.01.5 Require the annexation, consolidation, or reconstitution of the public school district.~~

~~11.01.6 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.~~

~~11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.~~

~~11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to this section 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.~~

~~11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.~~

~~11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the Board, at its discretion, issues a written finding supported by a majority of the Board, explaining in detail that the school district could not remove itself from academic distress due to impossibility caused by external forces beyond the school district's control.~~

~~11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.~~

~~11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.~~

11.01.1 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district and:

11.01.1.1. Appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the Commissioner of Education; and

11.01.1.2 Compensate from school district funds the individual appointed to operate the school district;

11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law;

11.01.3 Require the school district to operate without a board of directors under the supervision of the superintendent or an individual or panel appointed by the Commissioner of Education;

11.01.4 Waive the application of Arkansas law, with the exception of The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq., or the corresponding State Board rules and regulations;

11.01.5 Require the annexation, consolidation, or reconstitution of the school district;

11.01.6 In the absence of a board of directors, direct the Commissioner to assume all authority of the board of directors as may be necessary for the day-to-day governance of the school district;

11.01.7 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:

11.01.7.1 The Department of Education certifies in writing to the State Board and to the school district that the school district has corrected all issues that caused the classification of academic distress; and

11.01.7.2 The State Board determines that the school district has corrected all issues that caused the classification of academic distress; and

11.01.8 Take any other necessary and proper action, as determined by the State Board, that is allowed by law.

11.02 The State Board shall have the following authority regarding any public school in academic distress:

11.02.1 Require the reorganization of the public school or reassignment of the administrative, instructional, or support staff of the public school;

11.02.2 Require the public school to institute and fully implement a student curriculum and professional development for teachers and administrators that are based on state academic content

and achievement standards, with the cost to be paid by the school district in which the public school is located;

11.02.3 Require the principal of the public school to relinquish all authority with respect to the public school;

11.02.4 Waive the application of Arkansas law or the corresponding State Board rules, with the exception of:

11.02.4.1 The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.; and

11.02.4.2 The Public School Employee Fair Hearing Act, Ark. Code Ann. § 6-17-1701 et seq.;

11.02.5 Under The Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., reassign or remove some or all of the licensed personnel of the public school and replace them with licensed personnel assigned or hired under the supervision of the Commissioner;

11.02.6 Remove the public school from the jurisdiction of the school district in which the public school is located and establish alternative public governance and supervision of the public school;

11.02.7 Require closure or dissolution of the public school;

11.02.8 Remove permanently, reassign, or suspend on a temporary basis the superintendent of the school district in which the public school is located. If the State Board takes an action under Section 11.02.8 of these Rules, it may appoint an individual in place of the superintendent to administratively operate the school district under the supervision and approval of the commissioner and compensate the appointed individual;

11.02.9 Take one (1) or more of the actions under Section 11.01 of these Rules concerning the public school district where the school is located;

11.02.10 Return the administration of the school district to the former board of directors or to a newly elected board of directors if:

11.02.10.1 The Department certifies in writing to the State Board and to the school district that the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.10.2 The State Board determines the public school has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and

11.02.11 Take any other appropriate action allowed by law that the State Board determines is needed to assist and address a public school classified as being in academic distress.

11.03 If the State Board or the Commissioner assumes authority over a public school district in academic distress under Sections 11.01 or 11.02 of these Rules, the State Board may pursue the following process for returning a public school district to the local control of its residents:

11.03.1 During the second school year following a public school's or school district's classification of academic distress status, the State Board shall determine the extent of the public school or school district's progress toward correcting all criteria for being classified as in academic distress;

11.03.2 If the State Board determines that sufficient progress has been made by a public school or school district in academic distress toward correcting all issues that caused the classification of academic distress, but the public school or school district has not yet resolved all issues that caused the classification of academic distress, the Commissioner, with the approval of the State Board, may appoint a community advisory board of either five (5) or seven (7) members to serve under the supervision and direction of the Commissioner.

11.03.2.1 The members of the community advisory board shall be residents of the school district and shall serve on a voluntary basis without compensation.

11.03.2.2 The Department shall cause to be provided to the community advisory board technical assistance and training in, at a minimum, the areas required in Ark. Code Ann. § 6-13-629.

11.03.2.3 The duties of a community advisory board include without limitation:

11.03.2.3.1 Meeting monthly during a regularly scheduled public meeting with the state-appointed administrator regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

11.03.2.3.2 Seeking community input from the residents of the school district regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress;

11.03.2.3.3 Conducting hearings and making recommendations to the Commissioner regarding personnel and student discipline matters under the appropriate district policies;

11.03.2.3.4 Working to build community capacity for the continued support of the school district; and

11.03.2.3.5 Submitting quarterly reports to the Commissioner and the State Board regarding the progress of the public school or school district toward correcting all issues that caused the classification of academic distress.

11.03.2.3.6 The members of the community advisory board shall serve at the pleasure of the Commissioner until the school district is returned to local control and a permanent board of directors is elected and qualified; or the State Board annexes, consolidates, or reconstitutes the school district under Ark. Code Ann. § 6-15-430 or under another provision of law;

11.03.2.4 By April 1 of each year following the appointment of a community advisory board under 11.03.2 of these Rules, the State Board shall determine the extent of the public school or school district's progress toward correcting all issues that caused the classification of academic distress and shall:

11.03.2.4.1 Allow the community advisory board to remain in place for one (1) additional year;

11.03.2.4.2 Return the school district to local control by calling for the election of a newly elected board of directors if the Department certifies in writing to

the State Board and to the school district that the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; and the State Board determines the public school or school district has corrected all issues that caused the classification of academic distress and that no public school within the school district is classified as being in academic distress; or

11.03.2.4.3 Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

11.03.2.5 If the State Board calls for an election of a new school district board of directors, the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.

11.03.2.6 If the State Board calls for an election of a new school district board of directors, the Commissioner, with the approval of the State Board, may appoint an interim board of directors to govern the school district until a permanent school district board of directors is elected and qualified.

11.03.2.6.1 The interim board of directors shall consist of either five (5) or seven (7) members.

11.03.2.6.2 The members of the interim board of directors shall be residents of the school and otherwise eligible to serve as school district board members under applicable law.

11.03.2.6.3 The members of the interim board of directors shall serve on a voluntary basis without compensation.

11.04 If, by the end of the fifth school year following the public school or public school district's classification of academic distress status, the public school or school district in academic distress has not corrected all issues that caused the classification of academic distress, the State Board, after

a public hearing, shall consolidate, annex, or reconstitute the school district pursuant to Ark. Code Ann. § 6-15-430.

11.04.1 The State Board may grant additional time for a public school or school district to remove itself from academic distress by issuing a written finding supported by a majority of the State Board explaining in detail that the public school or school district could not remove itself from academic distress during the relevant time period due to impossibility caused by external forces beyond the control of the public school or school district.

11.05 Nothing in these Rules shall be construed to prevent the Department or the State Board from taking any of the actions listed in these Rules or in Ark. Code Ann. § 6-15-430 at any time to address public schools and school districts in academic distress.

11.0~~2~~6 To transition to and implement the Common Core State Standards, the Board shall have the authority to:

11.0~~2~~6.1 Modify curriculum and assessment requirements;

11.0~~2~~6.2 Adopt new curriculum and assessment requirements; and

11.0~~2~~6.3 Direct the Department of Education to:

11.0~~2~~6.3.1 Propose to the state board rules and procedures; and

11.0~~2~~6.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school or public school district classified as being in academic distress ~~shall~~ is automatically ~~be~~ eligible and entitled ~~pursuant to A.C.A. § 6-18-206, the "Arkansas Public School Choice Act",~~ under the Public School Choice Act of 2013, Ark. Code Ann. § 6-18-1901 et seq., or the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227, to transfer to another ~~geographically contiguous~~ public school or public school district not in academic distress during the time period that ~~a~~ the resident public school or public school district is classified as being in academic distress~~, and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act~~.

12.02 The cost of ~~student transportation~~ transporting the student from the resident district to the nonresident district shall be ~~borne by~~ the cost of the resident district ~~pursuant to~~ under the Arkansas Opportunity Public School Choice Act of 2004, Ark. Code Ann. § 6-18-227.

~~12.03 The nonresident district shall count the student for average daily membership purposes.~~

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

On June 29, 2012, the United States Department of Education (~~USDOE~~ US Ed) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

~~http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf~~

http://www.arkansased.org/public/userfiles/ESEA/AR_ESEA_Flexibility_Amended_1025 2012.pdf

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The ~~USDOE~~ US Ed approved the following waivers of ESEA for the State of Arkansas:

13.01.1 The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. Arkansas requested this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

13.01.2 The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.

13.01.3 The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.

13.01.4 The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School

Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. Arkansas requested this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.

13.01.5 The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. Arkansas requested this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled ESEA Flexibility, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

13.01.6 The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. Arkansas requested this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

13.01.7 The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. Arkansas requested this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

13.01.8 The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. Arkansas requested this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

13.01.9 The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. Arkansas requested this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

13.01.10 The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. Arkansas requested this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

13.02 ~~USDOE~~ US Ed Flexibility Principle 1: College and Career-Ready Expectations for All Students

13.02.1 Definition of College and Career Ready: The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career. The State Board will make its determination of the requisite scale score of student performance on college and career readiness measurements used for college placement in conjunction with the Arkansas Higher Education Coordinating Board.

13.02.1 The State Board voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010.

13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:

13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.

13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.

13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.

13.03 ~~USDOE~~ US Ed Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support

13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS).

13.03.2 The goals of DARTSS are, without limitation:

13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and

13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.

13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:

13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.

13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.

13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.

13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.

13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG).

13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.

13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:

13.04.1 All Students Group: All students in the school and school district.

13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:

13.04.2.1 Economically Disadvantaged;

13.04.2.2 English Learners (EL); and

13.04.2.3 Students with Disabilities (SWD).

13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:

13.05.1 African-American;

13.05.2 Hispanic;

13.05.3 White;

13.05.4 Economically Disadvantaged;

13.05.5 English Learners; and

13.05.6 Students with Disabilities.

13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):

13.06.1 Math Proficiency;

13.06.2 Math Growth (Grades 4-8);

13.06.3 Literacy Proficiency;

13.06.4 Literacy Growth (Grades 4-8); and

13.06.5 Graduation Rate (High School).

13.07 AMO Calculations

13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).

13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.

13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.

13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.

13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as "Achieving," a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school's ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

Status	Description	ADE Engagement/District Autonomy
Exemplary	• High Performance • High Progress • High TAGG high performance • High TAGG high progress	• Very low ADE engagement • Very high district autonomy
Achieving	• Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG • One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG	• Very low ADE engagement • High district autonomy
Needs Improvement	• Does not meet performance, graduation rate or growth AMOs for All Students and TAGG	• Low to moderate ADE engagement • Moderate district autonomy
Needs Improvement – Focus	• Schools with largest, persistent gaps between non-TAGG and TAGG students • Graduation rates less than sixty percent (60%) over a period of several years and	• High ADE engagement • Low district autonomy

	which are not classified as Needs Improvement – Priority schools.	
Needs Improvement – Priority	• Schools with persistently lowest achievement in math and literacy over three years for the All Students Group • Graduation rates less than sixty percent (60%) over a period of several years.	• Very high ADE engagement • Low district autonomy

13.09 Strategic Use of Title I Funds

13.09.1 School districts may use the flexibility granted by the ~~USDOE~~ US Ed to help lowest performing schools make targets by:

13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;

13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and

13.09.1.3 Transferring up to one hundred percent (100%) of the school district's Title II-A funds into Title I and using them for Title I purposes.

13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:

13.09.2.1 Prioritize the school district's lowest achieving students in its lowest performing schools;

13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and

13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

13.10.1 Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:

13.10.1.1 The school district's preliminary classification under Section 13.08.1 of these rules; and

13.10.1.2 The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.

13.10.2 Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.

13.10.3 School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.

13.10.4 Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.

13.11 ~~USDOE~~ US Ed Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

Public Comments and Agency Responses – ADE Rules Governing ACTAAP and Academic Distress

Date	Respondent	Comment	ADE Response
5/12/2014	Tripp Walter, APSRC	3.35 This section could be improved by replacing "scheduled" with "required."	**Comment considered. The language from this definition is taken verbatim from Ark. Code Ann. § 6-15-419(20).**
		3.41 Must all students be proficient?	**Comment considered. A primary goal of ACTAAP is to ensure that all public school students are proficient. "Proficiency" as it is used in Section 3.41, is to set forth the required "pass rate" for Benchmark Exams and K-2 assessments.**
		3.42 How does this differ from 3.45? Could combine the two and delete 3.42.	**Comment considered. Sections 3.45 and 3.42 define slightly different concepts. The definition in 3.45 is taken verbatim from Ark. Code Ann. § 6-15-419(29).**
		3.42 This section could clarify that "Point in Time" can refer to an intervention or remediate that occurs during a regular scheduled class or normal school hours (Not before or after school). Consider adding Diebels since it is mentioned in 7.09.5 and PARCC.	**Comment considered. Point-in-time remediation can occur during a regularly scheduled class or normal school hours. The definition and rule do not limit point-in-time interventions to before or after school.**
		4.02.3 The section could be improved by defining "teachers from institutions of higher education."	**Comment considered. The language in Section 4.02.3 is taken verbatim from Ark. Code Ann. § 6-15-404(c)(5).**
		4.02.5 It might be better to separate Career and Higher Ed from community members – Community members should be a discrete citation.	**Comment considered. The language in Section 4.02.5 is taken verbatim from Ark. Code Ann. § 6-15-404(c)(6).**
		4.05 This could be improved by adding an explanation of how this process will be established.	**Comment considered. The process is explained within the entire context of Section 4.00 and Ark. Code Ann. § 6-15-404.**
		4.06 It would be helpful to include the citation that the CCSS can have additional content added via the state.	**Comment considered. The Arkansas Department of Education does not believe that such a citation is necessary in rule.**
		5.01.1 This section should define the assessment if the section remains in the Rules.	**Comment considered. The section remains in the rules pursuant to Ark. Code Ann. § 6-15-404(e).**

		5.01.2 This section should also define the assessment.	**Comment considered. This section remains in the rules pursuant to Ark. Code Ann. § 6-15-404 (f). The Arkansas Department of Education did remove the "Kindergarten" heading in this subsection of the rule since that requirement is no longer found in Ark. Code Ann. § 6-15-404 (f).**
		5.02.2 Including Grade 11 Literacy? If it doesn't include the CCSS, should it?	**Comment considered. This section refers to the current Arkansas benchmarks.**
		5.02.5.2 This section doesn't address the assessment agreement with the state participating in the National Center and State Collaborative.	**Comment considered. The ADE does not believe that it is necessary to address the assessment agreement in the ACTAAP rules.**
		5.02.5.4 This section could be improved by naming the assessment.	**Comment considered. The ADE does not believe that it is necessary to name the assessment in rule.**
		5.02.6.12 This section should define the process for the development of an approved accommodations list.	**Comment considered. This language is taken from Ark. Code Ann. § 6-15-2009(e)(8). The ADE can provide information about state-approved accommodations outside the scope of the ACTAAP rules.**
		5.06 This section does not address payment.	**Comment considered. The ADE does not believe it is necessary to set forth precise payment terms in an administrative rule.**
		5.07.4 This section could be improved by a mention of the random sampling of assessment processes by ADE staff.	**Comment considered. The language in this section is taken, in part, from Ark. Code Ann. § 6-17-401(g). The ADE provides additional guidance on test security and confidentiality in its Rules Governing Alleged Testing Improprieties.**
		7.02.3 This section should include digital coursework.	**Comment considered. As indicated in Section 7.02.3, the examples listed therein are not exhaustive.**
		7.03.2 Shouldn't this be a local school board decision?	**Comment considered. Section 7.03.2 states that the local district shall determine the extent of required participation in remediation as set forth in the student's academic improvement plan.**

		7.08 This section could be improved by addressing the Dyslexia rules and regulations.	**Comment considered. It appears that this comment addresses Section 7.09 instead of 7.08. In any event, the language in Section 7.09 is taken from Ark. Code Ann. § 6-15-2004. Certainly, a local school district may combine these efforts with those required by Ark. Code Ann. § 6-41-601 et seq. (dyslexia screening).**
		8.06.4 Or any ethnic subgroup that is more than 3% of the school population?	**Comment considered. This section is not applicable for time periods, like the present, in which Arkansas operates under the flexibility approved by the U.S. Department of Education on June 29, 2012. Please see Section 13.00 of the rules for applicable provisions.**
		10.06.3 What instrument, tool or rubric will be utilized to evaluate schools?	**Comment considered. The challenges presented by academically distressed school districts and schools will differ from school district to school district and from school to school. For that reason, it is not advisable to compile a one-size-fits all instrument, tool or rubric. As noted in the rules, the Comprehensive School Improvement Plan will be drafted to specifically target and address any area in which the public school or school district experiences academic distress. The efforts will vary based upon the individual challenges of the particular school district or school in question.**

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PUBLIC CHARTER SCHOOLS
~~October 2013~~

1.00 REGULATORY AUTHORITY AND PURPOSE

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing Public Charter Schools.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-23-101 et seq., 25-15-201 et seq., and Act 509 of 2013.

2.00 LEGISLATIVE AND REGULATORY INTENT

2.01 It is the intent of the Arkansas General Assembly, and of these rules, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

2.01.1 Improve student learning;

2.01.2 Increase learning opportunities for all students, with special emphasis on expanding learning experiences for students who are identified as low-achieving;

2.01.3 Encourage the use of different and innovative teaching methods;

2.01.4 Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

2.01.5 Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and

2.01.6 Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

Source: Ark. Code Ann. § 6-23-102

3.00 DEFINITIONS

3.01 "Academic Eligibility" means qualified for selection or admission based upon academic performance.

3.02 "Affected School District" means each public school district from which an open-enrollment public charter school is expected to draw students for the purposes of enrollment; the public school district in which the open-enrollment public charter school will be located; and each public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

3.03 "Athletic Eligibility" means qualified for selection or admission based upon athletic performance or upon athletic eligibility requirements set forth by the Arkansas Activities Association.

3.04 "Application" means the proposal by a public school district or eligible entity for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status. *Source: Ark. Code Ann. § 6-23-103(1)*

3.05 "Authorizer" means an entity that authorizes a charter, which may be either the:

3.05.1 Department of Education; or

3.05.2 State Board of Education acting under Ark. Code Ann. § 6-23-703 and Section 10.0 of these rules. *Source: Act 509 of 2013*

3.06 "Average daily membership" means the total number of days of school attended plus the total number of days absent by students in kindergarten through grade twelve (K-12) during the first three (3) quarters of each school year divided by the number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth. Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board of Education under the Standards for Accreditation of Arkansas Public Schools and School Districts may be counted for average daily membership. *Source: Current rule as modified by Ark. Code Ann. § 6-20-2303(3).*

3.07 "Charter," or "charter contract" means a performance-based contract for an initial five-year period between the authorizer and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of Title 6 of the Arkansas Code specified in the contract. *Source: Ark. Code Ann. § 6-23-103(2).* The initial charter or charter contract may be renewed as set forth in these rules. For the purposes of these rules, the initial five-year period of a charter begins to run on the July 1 following approval of the charter unless otherwise specified by the authorizer. The period for any subsequent renewal of an initial charter shall begin to run on the July 1 following approval of the renewal.

3.08 "Conversion public charter school" means a public school that has converted to operating under the terms of a charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(3).*

3.09 "Debt" means any financial obligation incurred by a public charter school which will not be paid in full within 365 days from the date on which the financial obligation is incurred. *Source: Current rule as modified herein.*

3.10 "Eligible entity" means:

3.10.1 A public institution of higher education;

3.10.2 A private nonsectarian institution of higher education;

3.10.3 A governmental entity; or

3.10.4 An organization that:

3.10.4.1 Is nonsectarian in its program, admissions policies, employment practices, and operations, and

3.10.4.2 Has applied for tax-exempt status under § 501(c)(3) of the Internal Revenue Code of 1986. The eligible entity must obtain status as a tax-exempt organization under § 501 (c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-103(4).

3.11 "Founding member" means any individual who is either:

3.11.1 A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

3.11.2 A member of the initial governing nonadvisory board of the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-103(5).

3.12 "Letter of Intent" means a written notice submitted to the Department of Education Charter School Office that a public school district or an eligible entity intends to file a charter school application. The letter of intent shall be submitted by the established deadline on forms provided by the Department of Education. *Source: Current rule.*

3.13 "Limited Public Charter School" means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the authorizer. *Source: Ark. Code Ann. § 6-23-103(6).*

3.14 "License" means the authority granted by the authorizer to an already-existing open-enrollment public charter sponsoring entity for the purpose of establishing another open-enrollment public charter school(s) provided the applicant for a charter license(s) meets the following minimum conditions: (1) maintains an existing open-enrollment public charter school charter from the authorizer; and (2) meets the requirements of Section 6.05 of these rules. *Source: Current rule and Ark. Code Ann. § 6-23-304.*

3.15 "Local school board" means a board of directors exercising the control and management of a public school district. For the purposes of these rules, "local school board" also refers to the board of directors of a school district where a public charter school will be physically located. *Source: Current rule and Ark. Code Ann. § 6-23-103(7).*

3.16 "Net assets" refers to the status of particular items upon the occurrence of the dissolution, nonrenewal, or revocation of the charter, with the purpose being to identify publicly-funded unencumbered assets as property of the state at that point. Specifically, "net assets" refer to any unencumbered asset for which public funds were spent. *Source: Attorney General Opinion No. 2007-204*

3.17 "Open-enrollment public charter school" means a public school that:

3.17.1 Is operating under the terms of a charter granted by the authorizer on the application of an eligible entity;

3.17.2 May draw its students from any public school district in this state; and

3.17.3 Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.

3.17.4 "Open-enrollment public charter school" also possesses the same meaning as given the term "charter school" in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009.

Source: Ark. Code Ann. § 6-23-103(8).

3.18 "Parent" means any parent, legal guardian, or other person having custody or charge of a school-age child. *Source: Ark. Code Ann. § 6-23-103(9).*

3.19 "Public school" means a school that is part of a public school district under the control and management of a local school board. *Source: Ark. Code Ann. § 6-23-103(10).*

3.20 "Public charter school" means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school. *Source: Ark. Code Ann. § 6-23-103(11).*

3.21 "Sectarian" means of or relating to a particular religious sect. Source: Black's Law Dictionary, 8th Ed., 2004.

3.22 "Short-term Line of Credit" means any financial obligation or obligations incurred by a public charter school as the result of an agreement by a lender or potential creditor to advance funds of ten thousand dollars ($10,000.00) or more in the form of:

3.22.1 A loan (or combination of loans) that is payable in full in less than three hundred sixty-five (365) days from the date on which the financial obligation is incurred; or

3.22.2 A loan (or combination of loans) that does not define a date certain at which the loan is payable in full.

4.00 RULES APPLICABLE TO ALL PUBLIC CHARTER SCHOOLS

4.01 Charter Form for Public Charter Schools – Requirements – Revision

4.01.1 A charter for a public charter school shall:

4.01.1.1 Be in the form of a written contract signed by the Commissioner of Education and the chief operating officer of the public charter school;

4.01.1.2 Satisfy the requirements of Title 6, Chapter 23 of the Arkansas Code and of these rules; and

4.01.1.3 Ensure that the information required under Ark. Code Ann. § 6-23-404 is consistent with the information provided in the application and any modification that the authorizer may require.

4.01.2 Any revision or amendment of the charter for a public charter school may be made only with the approval of the authorizer.

Source: Ark. Code Ann. § 6-23-104

4.02 Authorizer Hearing Notice Requirements

4.02.1 For applications for a public charter school, the public charter school applicant shall submit its application according to a schedule set forth by the State Board of Education.

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.

4.02.3 Requests seeking amendments to current charters will be heard at the authorizer meetings in February and October of each year.

~~4.02.3~~ 4.02.4 For requests seeking authorizer approval for a change in the physical location of a public charter school, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school is located.

~~4.02.3.1~~4.02.4.1 For the purposes of these rules, a change in the physical location of a public charter school means a relocation of a public charter school from its present location.

~~4.02.3.2~~4.02.4.2 Requests for a change in the physical location of a public charter school shall include maps of the present and proposed future locations of the charter school, and shall identify the local public school district in which the proposed future location will be located.

~~4.02.3.3~~4.02.4.3 Not later than seven (7) days after receipt of the request to change the physical location of a public charter school, the Commissioner of Education may, in writing, require the public charter school, the local school district and the Department of Education to submit additional information, including without limitation a desegregation analysis, concerning the proposed change in the physical location of the public charter school. Should the Commissioner of Education require the submission of such additional information, he or she shall modify the deadlines contained in Sections 4.04.4, 4.04.5, 4.04.6 of these rules accordingly.

~~4.02.4~~4.02.5 For requests seeking authorizer approval for other amendments to a public school charter, the public charter school applicant shall submit such request not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. For open-enrollment public charter schools, each such request shall be

contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

~~4.02.5~~4.02.6 For requests seeking authorizer approval for licenses for an existing open-enrollment public charter school, the open-enrollment public charter school applicant shall submit such request for license not later than thirty-five (35) days prior to the date of the authorizer meeting at which the request will be heard. Each such request shall be contemporaneously sent by the applicant to the superintendent of the local school district in which the public charter school will be located.

~~4.02.6~~4.02.7 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education or his or her designee may waive the ~~*thirty-five (35) day deadline*~~ *requirements* set forth in Sections ~~4.02.2~~ 4.02.3 through Sections ~~4.02.5~~ 4.02.6 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education or his or her designee. If the Commissioner of Education, or his or her designee, grants such a waiver, he or she shall also adjust the resulting deadlines for local school districts and Department of Education staff contained in Sections 4.04.5 and 4.04.6 of these rules.

4.03 Basis and Procedure for Public Charter School Probation or Charter Modification, Revocation or Denial of Renewal

4.03.1 The authorizer may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the authorizer determines that the persons operating the public charter school:

4.03.1.1 Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

4.03.1.2 Failed to satisfy generally accepted accounting standards of fiscal management;

4.03.1.3 Failed to comply with this Title 6, Chapter 23 of the Arkansas Code or other applicable law or regulation; or

4.03.1.4 Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the authorizer.

4.03.1.5 Pursuant to the federal mandate contained in P.L. 111-117, 123 Stat. 3264, the authorizer will consider increases in student academic achievement for all groups of students described in Section 1111 (b)(2)(C)(v) of the Elementary and Secondary Education Act as a primary factor in determining whether to non-renew or revoke a public charter school's charter. However, any one of the circumstances listed in Sections 4.03.1.1 through 4.03.1.4 of these rules may be reason enough to non-renew or revoke a public charter school's charter.

4.03.2 Any action the authorizer may take under Ark. Code Ann. § 6-23-105 and Section 4.02 of these rules shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

4.03.3 The authorizer's procedures for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter can be found in these rules as follows:

4.03.3.1 Conversion public charter schools: Section 5.07

4.03.3.2 Open-enrollment public charter schools: Section 6.24

4.03.3.3 Limited public charter schools: Section 7.12

4.03.4 There is no further right of appeal beyond the determination of the authorizer except as set forth in Sections 9.00 and 10.00 of these Rules.

4.03.5 The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

Source: Ark. Code Ann. § 6-23-105.

4.04 Impact on School Desegregation Efforts

4.04.1 The applicants for a public charter school, the local school board for the district in which the proposed public charter school would be located, and the authorizer shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

4.04.2 The authorizer shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

4.04.3 The authorizer shall not approve any public charter school under Title 6, Chapter 23, or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.

4.04.4 A public charter school or applicant shall provide to the Department of Education, with a copy to the local school board for the school district in which the public charter school is or will be located, a desegregation analysis carefully reviewing the potential impact of the public charter school's application or request on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:

4.04.4.1 In its application for a public charter school charter;

4.04.4.2 In its renewal request for its existing public charter school charter;

4.04.4.3 In its request to change the physical location of its existing charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.4.4 In any request to amend its existing charter to increase its enrollment cap or add grade levels; and

4.04.4.5 For an existing open-enrollment public charter school, in any request for a license.

4.04.5 The local school board of the school district in which the proposed public charter school is or will be located may provide to the Department of Education, with a copy to the public charter school or applicant, a desegregation analysis carefully reviewing the potential impact of an application for a public charter school, or a request under Section 4.04.4 above, on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools:

4.04.5.1 Not later than twenty (20) days prior to the authorizer's consideration of an application of a public charter school;

4.04.5.2 Not later than twenty (20) days prior to the authorizer's consideration of a proposed renewal of a public charter school;

4.04.5.3 Not later than twenty (20) days prior to the authorizer's consideration of a change in the physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.5.4 Not later than twenty (20) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels; and

4.04.4.5 Not later than twenty (20) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school.

4.04.5.6 Failure of the local school board of the district in which the proposed public charter school will be located to submit to the Department of Education a desegregation analysis as set forth above shall result in a waiver of the local school

board's right to submit such a desegregation analysis to the authorizer.

4.04.6 In accordance with Section 4.04 of these rules, the Department of Education staff shall submit to the authorizer, with copies to the public charter school or applicant and the local school board of the school district in which the public charter school is or will be located, a desegregation analysis:

4.04.6.1 Not later than ten (10) days prior to the authorizer's consideration of an application of a public charter school;

4.04.6.2 Not later than ten (10) days prior to the authorizer's consideration of a proposed renewal of a public charter school;

4.04.6.3 Not later than ten (10) days prior to the authorizer's consideration of a change in physical location of a public charter school if required by the Commissioner of Education in accordance with Section 4.02.3 of these rules;

4.04.6.4 Not later than ten (10) days prior to the authorizer's consideration of a proposed amendment to a public charter that includes an increased enrollment cap or the addition of grade levels;

4.04.6.5 Not later than ten (10) days prior to the authorizer's consideration of a proposed license for an existing open-enrollment public charter school; and

4.04.6.5 At any other time as directed by the authorizer or the Commissioner of Education.

4.04.6.6 The Department of Education's desegregation analysis will include as attachments the desegregation analyses provided by the applicant or public charter school and the local school board in which the public charter school is or will be located.

Source: Ark. Code Ann. § 6-23-106.

4.05 Observance of Anti-Discrimination Laws

4.05.1 All public charter schools shall observe and comply with all anti-discrimination laws, both federal and state, except where otherwise exempted under federal charter school law.

4.05.2 All public charter schools are responsible for meeting the requirements of the Individuals with Disabilities Act (IDEA) and these rules.

4.05.3 All public charter schools are responsible for meeting the requirements of Section 504 of the Rehabilitation Act.

Source: Current rules as modified.

4.06 Reporting Requirements

4.06.1 Within ten (10) calendar days of the close of the first quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.1.1 The number of applications for enrollment received;

4.06.1.2 The number of applicants with a disability identified under the Individuals with Disabilities Act, 20 U.S.C. § 1400 et seq.; and

4.06.1.3 The number of applications for enrollment the public charter school denied and an explanation of the reason for each denial.

4.06.2 Within ten (10) calendar days of the close of the fourth quarter of each school year, a public charter school shall submit a written report to the Department of Education that contains the following information for the current school year:

4.06.2.1 The number of students in each of the following categories:

4.06.2.1.1 Students who dropped out of the public charter school during the school year;

4.06.2.1.2 Students who were expelled during the school year by the public charter school;

4.06.2.1.3 Students who were enrolled in the public charter school but for a reason other than those cited under Sections 4.06.2.1.1 and 4.06.2.1.2 did not complete the school year at the public charter school;

4.06.2.1.4 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to another open-enrollment public charter school;

4.06.2.1.5 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a private school;

4.06.2.1.6 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a home school;

4.06.2.1.7 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a school outside of Arkansas; and

4.06.2.1.8 Students identified in Sections 4.06.2.1.1 through 4.06.2.1.3 who transferred to a traditional public school district within Arkansas.

4.06.2.1.9 The report shall identify the dates of transfer for all students identified in Section 4.06.2.1.8.

4.06.2.2 For all students enrolled in the public charter school, the scores for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., including without

limitation benchmark assessments and end-of-course assessments

4.06.2.3 If there is any discrepancy in the number of students for whom scores are reported under Section 4.06.2.2 of these rules, and the number of students enrolled at the beginning of the school year, the public charter school shall explain in the report the reason for the discrepancy.

4.06.3 The Department of Education shall not exempt a public charter school from the reporting required under Section 4.06 of these rules.

4.06.4 The Department of Education shall publish a copy of each report on the department's website.

4.06.5 If a public charter school fails to comply with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules, the Department of Education shall note the failure in the annual evaluation of the public charter school.

4.06.6 Every public charter school shall furnish any other information, record, or report requested by the Department of Education Charter School Office unless disclosure of the information, record, or report is explicitly prohibited by court order or by federal or state law.

4.06.7 The Department of Education Charter School Office shall, at least annually, post on the Department of Education's website a list of deadlines for which legally required reports are due from the public charter school to the Department of Education.

Source: Ark. Code Ann. § 6-23-107 – Act 993 of 2011.

4.07 Public Charter Schools Receiving Federal Dissemination Grants from the Arkansas Department of Education

4.07.1 Public Charter Schools that receive federal dissemination grant funds from the Department of Education shall, by July 1 of each year, provide the Department of Education Charter School Office with a list of the public charter school's best or promising practices in accordance with their approved dissemination grant applications.

4.07.2 By August 1 of each year, the Department of Education Charter School Office will post a link of each public charter school's best or promising practices on the Department of Education's website.

4.08 Application Process, Schedule and Forms

4.08.1 A procedure for establishing a public charter school shall be published by the Department of Education as approved by the State Board.

4.08.2 All dates and requirements listed in the procedures for establishing a public charter school shall be strictly followed by the public charter school applicant.

4.08.3 If all dates and requirements listed in the procedures for establishing a public charter school are not strictly followed by the public charter school applicant, the authorizer may refuse to consider the application.

4.08.4 Application forms and other documents needed for the public charter school application process shall be provided by the Arkansas Department of Education Charter School Office and are incorporated into these rules as if fully set forth herein.

4.08.5 Any requests for technical assistance by a charter applicant shall be made to the Arkansas Department of Education Charter School Office.

4.08.6 Letter of Intent: Each public charter school letter of intent shall be submitted by the potential applicant by certified mail, hand delivery or by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any letter of intent not received by the established deadline.

4.08.7 Charter Application: Each public charter school application shall be submitted by the applicant by certified mail, hand delivery or by electronic means and must be received by the Department of Education Charter School Office on or before the established deadline. The Department of Education Charter School Office may refuse to process or review any application not received by the established deadline.

4.08.8 The Department of Education shall review the application for a public charter school and present to the authorizer a written evaluation of the application. The Department's evaluation shall be sent to the public charter school applicant.

4.08.9 The public charter school applicant shall be allowed an opportunity to submit a written response to the Arkansas Department of Education's evaluation by an established deadline.

4.08.10 The Department of Education may require additional information from a charter applicant to be delivered by the charter applicant in oral or written form, or both.

5.00 RULES APPLICABLE TO CONVERSION PUBLIC CHARTER SCHOOLS

5.01 Application for Conversion Public Charter School Status

5.01.1 Any public school district may apply to the authorizer for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the State Board. The authorizer shall not approve an application for conversion public charter school status that has not first been approved by the school district's board of directors.

5.01.2 A public school district's application for conversion public charter school status for the public school may include, without limitation, the following purposes:

5.01.2.1 Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

5.01.2.2 Addressing school improvement status resulting from sanctions listed in Ark. Code Ann. §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

5.01.2.3 Partnering with other public school districts or public schools to address students' needs in a geographical location or multiple locations.

5.01.3 An application for a conversion public charter school shall:

5.01.3.1 Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

5.01.3.2 Notice of the public hearing shall be:

5.01.3.2.1 Distributed to the community, licensed personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

5.01.3.2.2 Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;

5.01.3.3 Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;

5.01.3.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;

5.01.3.5 Describe how the licensed employees and parents of the students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;

5.01.3.6 Describe how the concerns of licensed employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and

5.01.3.7 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the public charter school will be exempt.

5.01.4 A licensed teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the licensed teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

5.01.5 If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the licensed teachers approve the proposal.

Source: Ark. Code Ann. § 6-23-201.

5.02 Authorization for Conversion Public Charter School Status

5.02.1 As requested by the conversion public charter school applicant, the authorizer shall review the application for conversion public charter school status and may approve any application that:

5.02.1.1 Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

5.02.1.2 Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;

5.02.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public

charter school, as well as the licensed employees and the broader community, in the process of carrying out the terms of the charter; and

5.02.1.4 Includes an agreement to provide a yearly report to parents, the community, the local school board, and the authorizer that indicates the progress made by the conversion public

charter school in meeting the performance objectives during the previous year.

Source: Ark. Code Ann. § 6-23-202.

5.03 Resubmission of Conversion Public Charter School Applications

5.03.1 The authorizer may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the authorizer, deficient in one (1) or more respects.

5.03.2 The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

Source: Ark. Code Ann. § 6-23-203

5.04 Public Conversion Charter School Renewal: The authorizer is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

Source: Ark. Code Ann. § 6-23-204

5.05 Teacher Hires when Charter Revoked: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the public school district where the licensed teacher was formerly employed.

5.06 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

5.06.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

5.06.2 The conversion public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed

conversion public charter school, renewal, or amendment. The Chair of authorizing body may grant additional time, if necessary.

5.06.3 Parties opposed to the conversion public charter school application, renewal, or amendment, if any, shall have twenty (20) minutes to present their case to the authorizer for disapproval of the proposed conversion public charter school, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.

5.06.4 The conversion public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the conversion public charter school application, renewal, or amendment. The Chair of the authorizing body may grant additional time, if necessary.

5.06.5 The authorizer will follow the presentation with discussion of the conversion public charter school application or request and questions, if any, to the conversion public charter school or applicant, opposing parties, or both.

5.06.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

5.06.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or amendment in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application or request.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

5.07 Authorizer Hearing Procedures Related to Conversion Public Charter Schools (Modification, Probation or Revocation of Charter)

5.07.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the conversion public charter school.

5.07.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

5.07.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of a conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

5.07.4 The conversion public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the conversion public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

5.07.5 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

5.07.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.00 RULES APPLICABLE TO OPEN-ENROLLMENT PUBLIC CHARTER SCHOOLS

6.01 Application for an Open-Enrollment Public Charter School

6.01.1 Pursuant to Title 6, Chapter 23 of the Arkansas Code and these rules, an eligible entity may apply to the authorizer to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district. As noted in Section 6.17.11 of these Rules, an open-enrollment public charter school shall have the right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a

public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.01.2 The authorizer shall adopt an application form, schedule, and a procedure that must be used to apply for an open-enrollment public charter school. The State Board shall adopt any applications, forms, schedules and procedures that are required to be promulgated through the Administrative Procedure Act.

6.01.3 The authorizer shall adopt, in conjunction with the application form adopted under section 6.01.2 of these Rules, a scoring rubric that shall constitute criteria to inform the authorizer's approval of a program for which an open-enrollment public charter may be granted. The State Board shall adopt any rubric that is required to be promulgated through the Administrative Procedure Act.

6.01.4 The application to the authorizer for an open-enrollment public charter school shall be made in accordance with a schedule approved by the authorizer. The State Board shall adopt any schedule that is required to be promulgated through the Administrative Procedure Act.

6.01.5 The application form must provide space for including all information required under Title 6, Chapter 23 and these rules to be contained in the charter.

6.01.6 The application for an open-enrollment public charter school shall:

6.01.6.1 Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

6.01.6.1.1 Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in the public school district in which the open-enrollment public charter school is likely to be located.

6.01.6.1.1.1 The last publication of notice shall be no less than seven (7)

days before the public meeting.

6.01.6.1.1.2 The notice shall not be published in the classified or legal notice section of the newspaper.

6.01.6.1.2 Within seven (7) calendar days following the first publication of notice required under Section 6.01.6.1.1 of these rules, letters announcing the public hearing shall be sent to the superintendent of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

6.01.6.1.3 An affected school district may submit written comments concerning the application to the authorizer to be considered at the time of the authorizer's review of the application.

6.01.6.2 Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

6.01.6.3 Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

6.01.6.4 List the specific provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the

State Board from which the open-enrollment public charter school seeks to be exempted;

6.01.6.5 Describe the facility to be used for the open-enrollment public charter school and state the facility's current use.

6.01.6.5.1 If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

6.01.6.5.2 If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the authorizer.

6.01.6.6 Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

6.01.7 Review and Approval by the Local School Board:

6.01.7.1 The application may be reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

6.01.7.2 Any decision by the local school board approving or disapproving the application must be made within forty-five (45) days of the local school board's receipt of the application.

6.01.7.3 The applicant may submit to the authorizer for expedited review an application approved by the local school board under Section 6.01.7.1 of these rules.

6.01.7.4 If the local school board disapproves the application, or if the local school board takes no action in the time allowed by Section 6.01.7.2 of these Rules, the applicant shall have an immediate right to proceed with a written notice of appeal to the authorizer.

6.01.7.5 The authorizer shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal or a request for review, unless the applicant and the local school board agree to a later date.

6.01.7.6 All interested parties may appear at the hearing and present relevant information regarding the application.

6.02 A licensed teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the licensed teacher's objections.

Source: Ark. Code Ann. §§ 6-23-301 and 6-23-302 as amended by Act 993 of 2011

6.03 Authorization for an Open-Enrollment Public Charter School

6.03.1 As requested by the applicant for an open-enrollment public charter school, the authorizer shall review the application for an open-enrollment public charter school and may approve any application that:

6.03.1.1 Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;

6.03.1.2 Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment

public charter school's operation to measure its progress in meeting its academic performance goals;

6.03.1.3 Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the licensed employees, and the broader community in carrying out the terms of the open-enrollment charter;

6.03.1.4 Includes an agreement to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;

6.03.1.5 Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and

6.03.1.6 Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Source: Ark. Code Ann. § 6-23-303

6.04 Other Application Requirements – Preference for Certain Districts

6.04.1 The authorizer may approve or deny an application based on:

6.04.1.1 Criteria provided by law;

6.04.1.2 Criteria provided by rule adopted by the authorizer under section 6.01.3 of these Rules;

6.04.1.3 Findings of the authorizer relating to improving student performance and encouraging innovative programs; and

6.04.1.4 Written findings or statements received by the authorizer from any public school district likely to be affected by the open-enrollment public charter school.

6.04.2 The authorizer shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

6.04.2.1 When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

6.04.2.2 When the district has been classified by the State Board as in academic distress under Ark. Code Ann. § 6-15-428; or

6.04.2.3 When the district has been classified by the Department of Education as in some phase of school improvement status under Ark. Code Ann. § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the State Board.

6.04.3 The Department of Education, State Board, or a combination of the department and the State Board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools except as provided under Section 6.04.3.1 below.

6.04.3.1 If the cap on the number of charters available for an open-enrollment public charter schools is within two (2) charters of meeting any existing limitation or cap on available open-enrollment charters, the number of available charters shall automatically increase by five (5) slots more than the most recent existing limitation or cap on open-enrollment charters.

6.04.3.2 By March 1 each year, the Department of Education shall issue a Commissioner's Memo stating the existing limitation on the number of charters available for open-enrollment public charter schools and the number of

charters available for open-enrollment public charter schools during the next application cycle.

6.04.4 An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in Section 6.05 of these rules.

6.04.5 An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under Ark. Code Ann. § 6-13-1601 et seq., until after the third year of the administrative reorganization.

6.04.6 A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 987 of 2011

6.05 Open-Enrollment Public Charter School Licenses

6.05.1 A charter applicant that receives an approved open-enrollment public charter may petition the authorizer for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions:

6.05.1.1 The approved open-enrollment public charter applicant has demonstrated academic success as defined by the State Board for all public schools;

6.05.1.2 The approved open-enrollment public charter applicant has not:

6.05.1.2.1 Been subject to any disciplinary action by the authorizer;

6.05.1.2.2 Been classified as in academic or fiscal distress;

6.05.1.2.3 Had its open-enrollment public charter placed on charter school probation or suspended or revoked under Ark. Code Ann.

§ 6-23-105 or Section 4.03 of these rules; and

6.05.1.2.4 The authorizer determines in writing by a majority of a quorum present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in Section 6.05 of these rules.

Source: Ark. Code Ann. § 6-23-304 as amended by Act 993 of 2011

6.06 Resubmission of Open-Enrollment Public Charter School Applications

6.06.1 If the authorizer disapproves an application for an open-enrollment public charter school, the authorizer shall notify the applicant in writing of the reasons for such disapproval.

6.06.2 The authorizer may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the authorizer.

6.06.3 The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

Source: Ark. Code Ann. § 6-23-305

6.07 Contents of Open-Enrollment Public Charters

6.07.1 An open-enrollment public charter granted by the authorizer shall:

6.07.1.1 Describe the educational program to be offered;

6.07.1.2 Specify the period for which the open-enrollment public charter or any renewal is valid;

6.07.1.3 Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board and on compliance with any accountability

provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;

6.07.1.4 Establish the level of student performance that is considered acceptable for the purposes of Section 6.07.1.3 of these rules;

6.07.1.5 Specify any basis, in addition to a basis specified by Title 6, Chapter 23 of the Arkansas Code or Section 4.03 of these rules, on which the open-enrollment public charter school may be placed on probation or its charter revoked or on which renewal of the open-enrollment public charter school may be denied;

6.07.1.6 Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

6.07.1.6.1 The open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;

6.07.1.6.2 Consistent with the requirements of Section 6.07.1.14.3 of these rules, the open-enrollment public charter school may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal civil rights act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

6.07.1.6.3 The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public

school district in accordance with Title 6 of the Arkansas Code.

6.07.1.7 Specify the grade levels to be offered;

6.07.1.8 Describe the governing structure of the program;

6.07.1.9 Specify the qualifications to be met by professional employees of the program;

6.07.1.10 Describe the process by which the persons providing the program will adopt an annual budget;

6.07.1.11 Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

6.07.1.12 Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

6.07.1.13 Describe the geographical area, public school district, or school attendance area to be served by the program;

6.07.1.14 Specify the methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

6.07.1.14.1 Except as provided in Section 6.07.1.14.2 of these rules, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept by the annual deadline that the open-enrollment public charter school has established for the receipt of applications for the next school year, the open-enrollment public charter must require the open-

enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

6.07.1.14.1.1 If there are still more applications for admissions than the open-enrollment public charter school is able to accept after the completion of the random, anonymous student selection method, then the open-enrollment public charter school shall place the applicants on a waiting list for admission.

6.07.1.14.1.2 The waiting list is valid until the next time the open-enrollment public charter school is required to conduct a random, anonymous student selection.

6.07.1.14.2 However, an open-enrollment public charter school may allow a preference for:

6.07.1.14.2.1 Children of the founding members of the eligible entity. The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students enrolled in the open-enrollment public charter school; and

6.07.1.14.2.2 Siblings of students currently enrolled in the open-enrollment public charter school.

6.07.1.14.3 The open-enrollment public charter may use a weighted lottery in the student selection process only when necessary to comply with a:

6.07.1.14.3.1 Federal court order; or

6.07.1.14.3.2 Federal administrative order issued by an appropriate federal agency having proper authority to enforce remedial measures necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972 and the equal protection clause of the Fourteenth Amendment to the United States Constitution.

6.07.1.15 Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Source: Ark. Code Ann. § 6-23-306 as amended by Act 993 of 2011

6.08 Renewal of an Open-Enrollment Charter: After the initial five-year period of an open-enrollment public charter, the authorizer may renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed twenty (20) years.

Source: Ark. Code Ann. § 6-23-307 as amended by Act 993 of 2011

6.09 Priority Hiring for Teachers: If a licensed teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the licensed teacher will receive a priority in hiring for the first available position for which the licensed teacher is qualified in the school district where the licensed teacher was formerly employed.

Source: Ark. Code Ann. § 6-23-308

6.10 Status Report: The authorizer shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Committee on Education and the Senate Committee on Education during the interim between regular sessions of the General Assembly.

Source: Ark. Code Ann. § 6-23-310

6.11 Authority under a Charter for Open-Enrollment Public Charter Schools

6.11.1 An open-enrollment public charter school:

6.11.1.1 Shall be governed by an eligible entity that is fiscally accountable under the governing structure as described by the charter;

6.11.1.2 Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;

6.11.1.3 Shall retain the authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Title 6, Chapter 23 of the Arkansas Code and these rules;

6.11.1.4 Shall have no authority to impose taxes;

6.11.1.5 Shall not incur any debts without the prior review and approval of the Commissioner of Education;

6.11.1.5.1 Requests for approval of debt must be submitted to the Commissioner of Education by the open-enrollment public charter school no later than thirty (30) days prior to the date upon which the debt will be incurred.

6.11.1.5.2 Under circumstances involving imminent peril to the health, welfare, or safety of students, or under circumstances that may negatively impact the continuation of educational services offered by the public charter school, and upon written request from the public charter school, the Commissioner of Education may waive the thirty (30) day deadline set forth in Section 6.11.1.5.1 of these rules. The decision of whether to grant such a waiver is within the sole discretion of the Commissioner of Education.

6.11.1.6 Shall not enter into any short-term line of credit, or receive any funds from a short-term line of credit, without prior notice to the Commissioner of Education;

6.11.1.6.1 Notice of a short-term line of credit must identify the lender or creditor, the principal amount, the interest rate, and the payment terms;

6.11.1.6.2 No public funds may be used to repay any short-term line of credit unless prior notice of the line of credit was given to and received by the Commissioner of Education;

6.11.1.7 Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and

6.11.1.8 Shall not be religious in its operations or programmatic offerings.

6.11.2 An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code and any rule and regulation promulgated by the State Board under Title 6 of the Arkansas Code relating to:

6.11.2.1 Monitoring compliance with Title 6 of the Arkansas Code, as determined by the Commissioner;

6.11.2.2 Public school accountability under Title 6 of the Arkansas Code;

6.11.2.3 High school graduation requirements as established by the State Board;

6.11.2.4 Special education programs as provided by Title 6 of the Arkansas Code;

6.11.2.5 Conducting criminal background checks for employees as provided by Title 6 of the Arkansas Code;

6.11.2.6 Health and safety codes as established by the State Board and local governmental entities; and

6.11.2.7 Ethical guidelines and prohibitions as established by Ark. Code Ann. § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest.

Source: Ark. Code Ann. § 6-23-401

6.12 Enrollment Numbers and Deadline:

6.12.1 An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

6.12.2 Any student enrolling in an open-enrollment public charter school shall enroll in that school by the deadline established in Ark. Code Ann. § 6-23-402 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

6.12.3 However, if a student enrolled by the deadline established in Ark. Code Ann. § 6-23-402 should no longer choose to attend the open-enrollment public charter school or if the open-enrollment public charter school has not yet met its enrollment cap, the open-enrollment public charter school may enroll a number of replacement or additional students not to exceed the enrollment cap of the open-enrollment public charter school.

6.12.4 Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

Source: Ark. Code Ann. § 6-23-402 as amended by Acts 989 and 993 of 2011

6.13 Annual Audit of Open-Enrollment Public Charter School Required:

6.13.1 Any other provision of the Arkansas Code or these rules notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

6.13.2 An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 each year in accordance with auditing standards generally accepted in the United States and Government Auditing Standards issued by the Comptroller General of the United States, and containing any other data as determined by the State Board for all public schools.

6.13.3 If the school is an open-enrollment public charter school in its first year of operation, the Legislative Auditor shall prepare the required annual financial audit for the school unless:

6.13.3.1 The open-enrollment public charter school chooses to retain the services of a licensed certified public accountant in public practice in good standing with the Arkansas State Board of Public Accountancy; and

6.13.3.2 The authorizer approves the open-enrollment public charter school's use of an entity other than the Legislative Auditor to prepare the annual financial audit.

6.13.4 No open-enrollment public charter school shall engage an accountant or accounting firm to conduct any audit if the accountant or accounting firm is listed on any ineligibility list maintained by the Department of Education or the Division of Legislative Audit.

Source: Ark. Code Ann. §§ 6-23-403, 6-23-505, and 10-4-413 as amended by Act 993 of 2011.

6.14 Evaluation of Open-Enrollment Public Charter Schools:

6.14.1 The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

6.14.2 An annual evaluation shall include, without limitation, consideration of:

6.14.2.1 Student scores under the statewide assessment program described in Ark. Code Ann. § 6-15-433;

6.14.2.2 Student attendance;

6.14.2.3 Student grades;

6.14.2.4 Incidents involving student discipline;

6.14.2.5 Socioeconomic data on students' families;

6.14.2.6 Parental satisfaction with the schools;

6.14.2.7 Student satisfaction with the schools; and

6.14.2.8 The open-enrollment public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.06 of these rules.

6.14.3 The authorizer may require the charter holder to appear before the authorizer to discuss the results of the evaluation and to present further information to the authorizer as the authorizer deems necessary.

Source: Ark. Code Ann. § 6-23-404 as amended by Act 993 of 2011

6.15 Monthly Reports: An open-enrollment public charter school in its initial school year of operation shall provide monthly reports on its enrollment status and compliance with its approved budget for the current school year to the Department of Education.

Source: Ark. Code Ann. § 6-23-405 as added by Act 993 of 2011

6.16 Department of Education Review: The Department of Education shall:

6.16.1 Conduct an end-of-semester review of each open-enrollment public charter school that is in its initial school year of operation at the end of the first semester and at the end of the school year; and

6.16.2 Report to the State Board and the Commissioner of Education on the open-enrollment public charter school's:

6.16.2.1 Overall financial condition; and

6.16.2.2 Overall condition of student enrollment.

Source: Ark. Code Ann. § 6-23-406 as added by Act 993 of 2011

6.17 Funding for Open-Enrollment Public Charter Schools

6.17.1 An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board.

6.17.2 For the first year of operation and any year the open-enrollment public charter school adds a new grade, the foundation funding for an open-enrollment public charter school is determined as follows:

6.17.2.1 The initial funding estimate shall be based on enrollment as of the deadline established by Ark. Code Ann. § 6-23-501;

6.17.2.2 In December, funding will be adjusted based upon the first quarter average daily membership; and

6.17.2.3 A final adjustment will be made after the current three-quarter average daily membership is established.

6.17.3 For the second year and each school year thereafter, the previous year's average daily membership will be used to calculate foundation funding amounts.

6.17.4 National school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:

6.17.4.1 For the first year of operation and in any year when a grade is added, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the State Board rules governing special needs funding; and

6.17.4.2 For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in State Board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

6.17.5 Professional development funding under Ark. Code Ann. § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation and in any year in which a grade is added as follows:

6.17.5.1 In the first year of operation and in any year when a grade is added, the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of the date required by Ark. Code Ann. § 6-23-501 multiplied by the per-student professional development funding amount under Ark. Code Ann. § 6-20-2305(b)(5) for that school year.

6.17.5.2 For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

6.17.6 The Department of Education shall distribute other categorical funding under Ark. Code Ann. § 6-20-2305(a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the State Board.

6.17.7 An open-enrollment public charter school shall not be denied foundation funding or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the Department of Education the number of students eligible for funding as specified in applicable rules.

6.17.8 Foundation funding for an open-enrollment public charter school shall be paid in twelve (12) installments each fiscal year.

6.17.9 An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

6.17.10 Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

6.17.11 An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws students if the public school district decides to sell or lease the public school facility.

6.17.11.1 The public school district may not require lease payments that exceed the fair market value of the property.

6.17.11.2 The application of this Section 6.17.11 is subject to the rights of a repurchase under Ark. Code Ann. § 6-13-103 regarding property taken by eminent domain.

6.17.11.3 A public school district is exempt from the requirements of this Section 6.17.11 if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

6.17.11.4 The purposes of this Section 6.17.11 are to:

6.17.11.4.1 Acknowledge that taxpayers intended a public school facility to be used as a public school; and

6.17.11.4.2 Preserve the option to continue that use.

6.17.11.5 Nothing in this Section 6.17.11 is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

Source: Ark. Code Ann. § 6-23-501 as amended by Acts 989 and 993 of 2011

6.18 Source of Funding for Open-Enrollment Public Charter Schools

6.18.1 Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

6.18.2 The amount set aside shall be determined by the State Board.

Source: Ark. Code Ann. § 6-23-502

6.19 Use of Funding by Open-Enrollment Public Charter Schools

6.19.1 An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

6.19.2 No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public

charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

6.19.3 Every contract or lease into which an open-enrollment public charter school enters shall include the wording of Section 6.19.2 of these rules.

Source: Ark. Code Ann. § 6-23-503

6.20 Employee Benefits: Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

Source: Ark. Code Ann. § 6-23-504

6.21 Deposit and Management of Charter School Funds

6.21.1 All charter school funds, including state foundation funding, other state funding, federal funding, and grants and private donations received directly by a charter school, shall be deposited into a bank account titled in the name of the charter school.

6.21.2 Non-charter school funds of the sponsoring entity shall be deposited in a separate bank account titled in the name of the sponsoring entity and shall not be commingled with charter school funds.

6.21.3 If the charter school operates an approved federal child nutrition program, food service revenues shall be deposited and managed as required by federal law and by any regulations promulgated by the Arkansas Department of Education Child Nutrition Unit or the Arkansas Department of Human Services.

6.21.4 Charter schools may, but are not required to, secure bank accounts as detailed in Ark. Code Ann. § 6-20-222.

6.22 Assets of Open-Enrollment Public Charter School as Property of State

6.22.1 Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state,

unless otherwise specified in the charter of the open-enrollment public charter school.

6.22.2 If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the Department of Education may require that the property be sold.

6.22.3 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Source: Ark. Code Ann. § 6-23-506

6.23 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

6.23.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

6.23.2 The open-enrollment public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.3 Parties opposed to the open-enrollment public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.4 The open-enrollment public charter school or applicant shall have five (5) minutes to respond to any arguments in opposition to the open-enrollment public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

6.23.5 The authorizer will follow the presentation with discussion of the open-enrollment public charter school application, renewal, or request, and

questions, if any, to the open-enrollment public charter school or applicant, opposing parties, or both.

6.23.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

6.23.7 The authorizer may defer the vote to approve or disapprove a charter application, renewal, or request in order to allow a public charter school or applicant to make modifications or receive technical assistance to correct deficiencies in the application, renewal, or request.

6.23.8 During the roll call vote on each open-enrollment public charter initial application, if a particular member of the authorizing body votes against the initial application, that member should state his or her reasons for disapproval as necessary to comply with Ark. Code Ann. § 6-23-305.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.24 Authorizer Hearing Procedures Related to Open-Enrollment Public Charter Schools (Modification, Probation or Revocation of Charter)

6.24.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the open-enrollment public charter school.

6.24.2 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

6.24.3 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation of an open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

6.24.4 The open-enrollment public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the open-enrollment public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

6.24.5 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the open-enrollment public charter school, or both.

6.24.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

6.25 Charter School Facilities

An open-enrollment public charter school shall not commence operations with students in any new or renovated facility unless the school has obtained for the new construction or renovation:

6.25.1 A certificate of occupancy issued by a local code official approved by the state fire marshal;

6.25.2. A certificate of occupancy or other approval of the state fire marshal; or

6.25.3 A certificate of substantial completion issued by a licensed architect.

7.00 RULES APPLICABLE TO LIMITED PUBLIC CHARTER SCHOOLS

7.01 Any public school may apply to the Department of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a "limited public charter school." The authorizer shall not approve an application for limited public charter school status that has not first been approved by the school district's board of directors.

7.02 A limited public charter school shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the authorizer.

7.03 A limited public charter school shall be initially established for no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.

7.04 The application for a limited public charter school shall:

7.04.1 Contain the provisions of Title 6 of the Arkansas Code and the specific rules and regulations promulgated by the State Board from which the limited public charter school will be exempt.

7.04.1.1 The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:

7.04.1.1.1 The duty-free lunch period requirements set forth in Ark. Code Ann. § 6-17-111;

7.04.1.1.2 The daily planning period requirements set forth in Ark. Code Ann. § 6-17-114;

7.04.1.1.3 The committee on personnel policies requirements set forth in Ark. Code Ann. § 6-17-201 et seq., and

7.04.1.1.4 Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the State Board of Education.

7.04.1.2 No limited public charter school may be allowed an exemption that would allow a full-time licensed employee to be paid less than the salary provided in the public school district's salary schedule for that employee;

7.04.2 Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;

7.04.3 Describe how the licensed employees at the limited public charter school will be involved in developing and implementing the school performance plan set forth in Section 7.04.2 of these rules and in identifying performance criteria;

7.04.4 Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and

7.04.5 Be reviewed as a regular agenda item and approved after sufficient public comment by the local school board and the authorizer.

7.05 Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the authorizer.

7.06 If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.

7.07 A licensed teacher employed by a public school in the year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the licensed teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

7.08 If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the licensed teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the licensed teachers approve the proposal.

7.09 A licensed teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in Ark. Code Ann. § 6-13-620(5), with the contract being subject to the provisions of the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq.

7.09.1 The licensed teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., and from Ark. Code Ann. § 6-17-807.

7.09.2 Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

7.10 Limited public charter schools shall be evaluated annually by the Department of Education based on criteria approved by the authorizer, including without limitation:

7.10.1 Student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school; and

7.10.2 The limited public charter school's compliance with Ark. Code Ann. § 6-23-107 and Section 4.05 of these rules.

7.10.3 The Department of Education shall annually report its evaluation to the State Board and the Commissioner of Education.

7.10.4 Based upon that evaluation, the authorizer may revoke a limited public charter.

Source: Ark. Code Ann. § 6-23-601 as amended by Act 993 of 2011

7.11 Authorizer Hearing Procedures Related to Limited Public Charter Schools (Application, Renewal, or Request for Charter Amendment)

7.11.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

7.11.2 The limited public charter school or applicant shall have twenty (20) minutes to present its case to the authorizer for approval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

7.11.3 Parties opposed to the limited public charter school application, renewal, or request, if any, shall have twenty (20) minutes to present its case to the authorizer for disapproval of the proposed limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

7.11.4 The limited public charter school applicant shall have five (5) minutes to respond to any arguments in opposition to the limited public charter school application, renewal, or request. The Chair of the authorizing body may grant additional time, if necessary.

7.11.5 The authorizer will follow the presentation with discussion of the limited public charter school application, renewal, or request and questions, if any, to the limited public charter school or applicant, opposing parties, or both.

7.11.6 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

7.12 Authorizer Hearing Procedures Related to Limited Public Charter Schools (Modification, Probation or Revocation of Charter)

7.12.1 Not later than twenty (20) days prior to the authorizer meeting at which the matter of modification, probation or revocation will be considered, the Department of Education shall provide written notice of the reason(s) for the proposed action, as well as of the time and location of such hearing, to the limited public charter school.

7.12.1 All persons, with the exception of the attorneys representing the parties, who plan to provide testimony during the hearing must be sworn by a certified court reporter.

7.12.2 Arkansas Department of Education staff shall have twenty (20) minutes to present its case to the authorizer for modification, probation, or revocation

of a limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

7.12.3 The limited public charter school shall have twenty (20) minutes to present its case to the authorizer for regarding the proposed modification, probation, or revocation of the limited public charter school charter. The Chair of the authorizing body may grant additional time, if necessary.

7.12.4 The authorizer will follow the presentation with discussion of the matter and questions, if any, to representatives from the Department of Education, the conversion public charter school, or both.

7.12.5 The authorizer may issue a final decision at the hearing or take the matter under advisement until a future scheduled meeting.

Note: Additional requirements pertaining to hearings involving the Department of Education as authorizer may be found in Section 9.00 of these Rules. Additional requirements pertaining to hearings involving the State Board of Education as authorizer may be found in Section 10.00 of these Rules.

8.00 RULES APPLICABLE TO THE CLOSURE OR DISSOLUTION OF PUBLIC CHARTER SCHOOLS

8.01 Required Notices

8.01.1 No later than fifteen (15) days after the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall furnish to the Department of Education:

8.01.1.1 A complete inventory of all personal property, real property, equipment, and fixtures owned or financed by the charter school, with documentation showing a description of each asset, serial number, tag number, location, estimated value, any encumbrance on the asset including recorded security interest or lien, and the source of funds for each purchase;

8.01.1.2 The account number and financial institution contact information for every account in which the charter school or sponsoring entity deposited any state or federal funds at

any time, and complete bank statements for the twelve (12) months preceding the effective date of closure;

8.01.1.3 A complete list of all debts or obligations owed by the charter school and still outstanding as of the effective date of closure, including all outstanding checks or warrants;

8.01.1.4 A complete list of all accounts receivable owed to the charter school and still outstanding as of the effective date of closure; and

8.01.1.5 Complete contact information for every member of the charter school's board or governing entity.

8.01.2 If the authorizer votes to non-renew or revoke the charter, or the charter otherwise dissolves, the charter school or sponsoring entity shall, on a timeline established by the Department, send written notice of closure, as approved by the Department, to:

8.01.2.1 The parents and legal guardians of all students;

8.01.2.2 All employees of the charter school;

8.01.2.3 All creditors of the charter school; and

8.01.2.4 Every school district in which any students of the charter school reside.

8.01.3 Every notice sent pursuant to Section 8.01.2 above must include:

8.01.3.1 The effective date of closure and last day of regular instruction; and

8.01.3.2 Contact information of the person employed or retained by the charter school or sponsoring entity to handle inquiries regarding the closure.

8.01.4 Parental notices sent pursuant to Section 8.01.2 must additionally include:

8.01.4.1 The student's school district of residence, and the contact information for that district's enrollment office;

8.01.4.2 A statement that parents should contact the resident school district or any charter school where the student intends to enroll and should ask that school or district to request transfer of the student's educational records from the closing charter school; and

8.04.4.3 Contact information for the individual or entity charged with storage of student records after the school's closure.

8.01.5 Employee notices sent pursuant to Section 8.01.2 must additionally include the date of termination of all employee benefits (health insurance, etc.), along with any COBRA or other documentation required by law.

8.01.6 The deadline for any notice required by this Section may be extended by the Department of Education Charter School Office for good cause.

8.02 Assets of Open-Enrollment Public Charter School as Property of State

8.02.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, all net assets of the open-enrollment public charter school purchased with public funds, including any interest in real property, shall be deemed the property of the state, unless otherwise specified in the charter or by federal law.

8.02.2 The Commissioner of Education or his or her designee shall take all steps necessary to protect and recover any and all state assets in the possession or control of the former charter school or the sponsoring entity.

8.02.2.1 If any state or federal funds remain in any bank account(s) titled in the name of the charter school or sponsoring entity, the Commissioner of Education or his or her designee shall notify the financial institution that the account(s) holds state or federal funds and shall direct that the account(s) be immediately frozen, subject to further direction by the Commissioner or his or her designee.

8.02.2.2 Any funds remaining in any bank account(s) titled in the name of the charter school shall be presumed to be state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

8.02.2.3 The Commissioner or his or her designee shall secure and arrange for the recovery and storage of all personal property, equipment, and fixtures purchased or financed in whole or in part with any state or federal funds. Any personal property or equipment contained within the charter school facility shall be presumed to have been purchased or financed in whole or in part with state or federal funds until such time as the sponsoring entity furnishes documentation showing otherwise.

8.02.2.4 At all times, the charter school, the sponsoring entity, and their officers, agents, and employees, must protect the school's assets against theft, misappropriation, and deterioration.

8.03 Distribution of Property

8.03.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the following property shall be sold, unless the Commissioner of Education determines otherwise:

8.03.1.1 Real property or fixtures purchased or financed in whole or in part by the open-enrollment public charter school with state funds;

8.03.1.2 Real property or fixtures purchased or financed in whole or in part by the sponsoring entity with federal grant funds administered by the Department of Education, unless federal law requires some other method of distribution;

8.03.1.3 Personal property encumbered by a recorded security interest or lien and purchased or financed by the open-enrollment public charter school in whole or in part with state funds;

8.03.1.4 Personal property purchased or financed in whole or in part with state funds by an open-enrollment public charter school that never received federal funds and never directly benefited from a federal grant administered by the Department of Education; and

8.03.1.5 Any other personal property not distributed as provided by Sections 8.03.3 and 8.03.4 below.

8.03.2 The state has a perfected priority security interest in the net proceeds from the sale or liquidation of property sold pursuant to Section 8.03.1 above to the extent of the public funds used in the purchase. For the purpose of this section, "net proceeds" means the sale proceeds remaining after the satisfaction of all lien, security, ownership, or other interests that supersede the state's interest.

8.03.3 If the open-enrollment public charter school at any time operated an approved federal child nutrition program, all commodities and foodservice equipment purchased in whole or in part with federal funds or with nutrition program revenues shall be sold or transferred as directed by the Arkansas Department of Education Child Nutrition Unit.

8.03.4 If the open-enrollment public charter school or its sponsoring entity received a federal grant administered by the Department of Education, then all other personal property, including furniture, equipment and supplies, purchased with state or federal funds may be redistributed to other Arkansas public charter schools or traditional public schools as allowed by federal law.

8.04 Distribution of Funds

8.04.1 Upon the dissolution, non-renewal, or revocation of an open-enrollment public charter, the Commissioner of Education or his or her designee shall assert control over any funds deemed the property of the state under Section 8.02 above.

8.04.2 In order to comply with federal and state law, the Commissioner of Education shall use such funds to satisfy the following obligations of the charter school in the order listed:

8.04.2.1 Domestic support obligations withheld from an employee's wages in compliance with a court order prior to the effective date of dissolution, non-renewal, or revocation;

8.04.2.2 Federal tax liens imposed by the Internal Revenue Code for taxes or payroll tax withholding owed;

8.04.2.3 Any state tax lien or certificate of indebtedness issued by the Arkansas Department of Finance and Administration for taxes or payroll tax withholding owed;

8.04.2.4 Any debt owed to the Arkansas Department of Education Child Nutrition Unit for penalties or reimbursement of overpayments;

8.04.2.5 Any debt owed to the Department of Education or other state agency for reimbursement of any other overpayment of federal funds;

8.04.2.6 Unpaid contributions to the Arkansas Teacher Retirement System accrued prior to the effective date of dissolution, non-renewal, or revocation;

8.04.2.7 Unpaid contributions to the Employee Benefits Division of the Arkansas Department of Finance & Administration accrued prior to the effective date of dissolution, non-renewal, or revocation; and

8.04.2.8 Unpaid employee wages accrued prior to the effective date of dissolution, non-renewal, or revocation in accordance with the school's salary schedule in effect as of the beginning of the current school year.

8.04.3 Any remaining funds deemed the property of the state under Section 8.02 above shall be deposited into the State Treasury to the credit of the Department of Education Public School Fund Account.

8.05 Distribution of Records

8.05.1 The charter school or sponsoring entity must promptly submit all student records to the transfer school, including:

8.05.1.1 Individualized Education Programs (IEPs) and all records regarding special education and supplemental services;

8.05.1.2 Student health / immunization records;

8.05.1.3 Attendance records;

8.05.1.4 Testing materials, including scores, test booklets, etc. required to be maintained by the School; and

8.05.1.5 All other student records.

8.05.1.6 All end-of-school-year grades and evaluations must be completed and made part of the student records, including any IEP, Committee on Special Education meetings, or progress reports.

8.05.1.7 To the extent that testing scores, etc. are scheduled to arrive after the school closure, arrangements should be made with the testing agent to forward such material to the transfer school.

8.05.2 No later than thirty (30) days after closure or dissolution of the charter, the charter school or sponsoring entity shall send each employee of the charter school:

8.05.2.1 Copies of his or her contracts, evaluations, recommendation letters, and any other proof of employment and/or termination;

8.05.2.2 Documentation of staff development hours; and

8.05.2.3 Notice that employees must keep this documentation for their records as the state will have no way of providing proof of employment after the school is closed.

8.05.3 If the charter school operated an approved federal child nutrition program, all child nutrition records shall be delivered to the Arkansas Department of Education Child Nutrition Unit on a schedule established by the Unit.

8.05.4 Any student records remaining in the possession of the charter school or sponsoring entity, or in the possession of any other entity or individual designated by the charter school or sponsoring entity, shall be maintained in a manner sufficient to protect student privacy rights in accordance with the Federal Educational Rights and Privacy Act of 1974, as amended.

8.05.5 The sponsoring entity shall maintain all relevant corporate or governance records for at least five (5) years after the effective date of closure, specifically including but not limited to:

8.05.5.1 All board minutes, policies, and bylaws of the charter school board or governing entity;

8.05.5.2 Bonds, mortgages, loan agreements, and all other financing instruments;

8.05.5.3 Lease agreements;

8.05.5.4 Accounting and bank records;

8.05.5.5 Payroll and tax records as required by federal law;

8.05.5.6 Grant records as specified by 34 C.F.R. § 80.42 or other relevant federal or state law; and

8.05.5.7 Any other document required by law to be maintained.

9.00 DEPARTMENT OF EDUCATION AS PUBLIC CHARTER AUTHORIZER

9.01 The Department of Education is the designated public charter authorizer with jurisdiction and authority over all public charters issued in this state to take the following action on a proposed or established public charter:

9.01.1 Approve;

9.01.2 Reject;

9.01.3 Renew;

9.01.4 Non-renew;

9.01.5 Place on probation;

9.01.6 Modify;

9.01.7 Revoke; or

9.01.8 Deny.

9.02 The department shall exercise authority over public charter schools under Title 6, Chapter 23 of the Arkansas Code and these rules through a public charter authorizing panel established within the department.

9.02.1 The Commissioner of Education shall appoint a public charter authorizing panel that consists of professional staff employed at the department to serve at the pleasure of the commissioner.

9.02.2 The commissioner may elect to serve as a member on the charter authorizing panel as the chair.

9.02.3 The public charter authorizing panel is composed of an odd number of members and consists of no less than five (5) members and no more than eleven (11) members.

9.03 The department may waive provisions of Title 6 of the Arkansas Code or State Board of Education rules as allowed by law for public charters.

9.04 The department shall conduct all hearings on public charter school matters as required by law, rule, and process and make final determinations as allowed by law.

9.04.1 A hearing under Title 6, Chapter 23 of the Arkansas Code and these rules conducted by the department shall be an open meeting under the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-106.

9.04.2 For the purposes of Ark. Code Ann. § 25-19-106, the members of the public charter authorizing panel shall be considered a governing body only in regards to actions specifically authorized by Title 6, Chapter 23, Subchapter 7 of the Arkansas Code and these rules.

9.04.3 All decisions of the panel shall be made by a majority vote of the quorum.

9.04.4 A decision of the department is final except as provided under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.

9.04.5 The Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq. shall not apply to a hearing concerning a public charter school.

9.05 The department shall be the primary authorizer of public charters except as provided under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.

9.06 The department shall notify in writing the State Board, charter applicant, public charter school, and affected school districts, if any, of final decisions made by the department no less than fourteen (14) calendar days before the next regularly scheduled State Board meeting after the final decision is made by the department.

9.06.1 A charter applicant, public charter school, and affected school district, if any, may submit in writing a request that the State Board review the final decision of the department under Ark. Code Ann. § 6-23-703 and Section 10.00 of these rules.

9.06.2 The written request submitted under Section 9.06.1 of these rules shall state the specific reasons supporting a review by the State Board.

9.06.3 The decision of whether to review a final decision of the department is discretionary by the State Board and the provisions of this section and Ark. Code Ann. § 6-23-703 do not grant any right of appeal to a charter applicant, public charter school, or affected school district.

Source: Ark. Code Ann. § 6-23-701 through 6-23-702.

10.00 STATE BOARD OF EDUCATION OPTIONAL REVIEW

10.01 If a charter applicant, public charter school, or affected districts submits a request that the State Board review the final decision of the department under Section 9.06.1 of these rules, the State Board shall:

10.01.1 Allow the party requesting review three (3) minutes to present the reasons for review.

10.01.2 Allow any parties opposed to the State Board review three (3) minutes to present the reasons to deny review.

10.01.3 Allow the party requesting review one (1) minute to offer any closing remarks.

10.01.4 Allow additional time at the discretion of the Chair.

~~10.01~~10.02 On a motion approved by a majority vote, the State Board may exercise a right of review of a charter determination made by the department at the next regularly scheduled State Board meeting after receiving notice provided under Ark. Code Ann. § 6-23-702(b) and Section 9.06 of these rules.

~~10.02~~10.03 If the State Board votes to review a final decision made by the department, the State Board shall:

~~10.02.1~~10.03.1 State the specific additional information the State Board requires from the department, public charter school, public charter school applicant, or affected school district.

~~10.02.2~~10.03.2 Conduct a full hearing regarding a final decision made by the department under Ark. Code Ann. § 6-23-701(a) and Section 9.04 of these Rules; and

~~10.02.3~~10.03.3 Hold the hearing at the earlier of:

~~10.02.3.1~~10.03.3.1 The next regularly scheduled State Board meeting following the State Board meeting during which the State Board voted to authorize a review; or

~~10.02.3.2~~10.03.3.2 A special board meeting called by the State Board.

~~10.03~~10.04 At the conclusion of the hearing, the State Board may issue a final decision by State Board vote.

~~10.03.1~~10.04.1 The State Board may decide by a majority vote of the quorum to:

~~10.03.1.1~~10.04.1.1 Affirm the decision of the department;

~~10.03.1.2~~10.04.1.2 Take other lawful action on the public charter;

~~10.03.1.3~~10.04.1.3 Request additional information from the department, public charter school, public charter school applicant, or affected school district, if needed.

~~10.03.1.4~~10.04.1.4 If the State Board requests additional information under Ark. Code Ann. § 6-23-703(c)(2)(C)(i) or Section 10.03.1.3 of these Rules, the State Board shall hold a subsequent hearing at the earlier of the next regularly scheduled State Board meeting or a special board meeting called by the State Board.

~~10.03.2~~10.04.2 A decision made by the State Board is final with no right of appeal.

Source: Ark. Code Ann. § 6-23-703

Date	Respondent	Comment	ADE Response
May 12, 2014	Tripp Walter, APSRC	Section 4.02.3 Consider adding a provision for hearing charter amendments at other authorizer meetings as well, if a necessity exists. Section 10.04.1.4 Clarify if additional information will be presented at the hearing or if the information must be received by the board a certain amount of time in advance. If the State Board decides to call a specific board meeting, state the minimum amount of time allowed to gather requested information.	**Comment considered. Section 4.02.7 was changed to clarify that a waiver of Section 4.02.3 can be granted by the Commissioner.** **Comments considered. Pursuant to Ark. Code Ann. § 6-23-703(b)(1; § 6-23-703(c)(2)(C)(i); and Sections 10.03.1 and 10.04.1.4 of these rules the State Board may request additional information for subsequent hearings. When the information is received is at the Board's discretion. No changes were made as a result of this comment.** **Comment considered. Due to the often short scheduling constraints required by Ark. Code Ann. § 6-23-703 and the unique circumstances surrounding each charter hearing, it is essential to maintain flexibility on when meetings will be scheduled and information received.**

~~ARKANSAS DEPARTMENT OF EDUCATION~~
~~RULES GOVERNING THE ISSUANCE OF SUBPOENAS BY THE~~
~~ARKANSAS STATE BOARD OF EDUCATION~~

~~1.00 REGULATORY AUTHORITY~~

~~1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Issuance of Subpoenas by the Arkansas State Board of Education.~~

~~1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-11-105, 6-17-425 and 25-15-201 et seq.~~

~~2.00 GENERAL REQUIREMENTS~~

~~2.01 The State Board of Education, through its Chairperson or the Commissioner of Education, may issue subpoenas and bring before the State Board of Education as a witness any person in this state.~~

~~2.02 At the request of a party to a proceeding before the State Board of Education, the Chairperson of the State Board of Education or Commissioner of Education may issue a subpoena and bring before the State Board of Education as a witness any person in this state. However, it shall be the duty of the party requesting the subpoena to properly serve the subpoena.~~

~~2.03 The subpoena shall:~~

~~2.03.1 Be in the name of the State Board of Education;~~

~~2.03.2 State the name of the proceeding; and~~

~~2.03.3 Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:~~

~~2.03.3.1 In person;~~

~~2.03.3.2 Before a certified court reporter under oath at the place of the witness's residence or employment;~~

2.03.3.3 By videotaped deposition at the place of the witness's residence or employment;

2.03.3.4 By live video communications from the witness's residence, place of employment or nearby facility capable of providing video transmission to the proceeding for which the witness has been subpoenaed.

2.03.3.5 The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the State Board of Education and the person who is the subject of the subpoena.

2.04 The subpoena may require the witness to bring with him or her any book, writing or other thing under his or her control that he or she is bound by law to produce in evidence.

2.05 Service of the subpoena shall be the responsibility of the party requesting the subpoena and shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

2.06 A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the State Board of Education shall be reimbursed by the party requesting the subpoena for travel and attendance as provided by law.

2.07 If a witness is served with a subpoena pursuant to these rules and Ark. Code Ann. § 6-17-425 and fails to appear or to provide testimony in obedience to the subpoena, the State Board of Education may apply to the circuit court of the county in which the State Board of Education is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court. The court shall have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

2.08 A witness who has been served with a subpoena under these rules and Ark. Code Ann. § 6-17-425 may challenge the validity of the subpoena. Any motion to quash or limit the subpoena shall first be filed with the State Board of Education through the Office of the Commissioner of Education and must include the legal grounds relied upon by the witness challenging the validity of the subpoena.

~~Should the State Board of Education deny the relief requested, a witness who has been served with the subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.~~

ISSUED BY THE ARKANSAS STATE BOARD OF EDUCATION
Little Rock, Pulaski County, Arkansas

SUBPOENA IN AN ADMNISTRATIVE PROCEEDING
Issued Pursuant to the Authority of Ark. Code Ann. § 6-17-425

RE: In the matter of: _____

_____

TO: _____

☐ YOU ARE COMMANDED to appear before the State Board of Education at the place, date, and time specified below to testify in the above case.

Place of Testimony:	Room:
	Date and Time:

☐ YOU ARE COMMANDED to appear at the place, date, and time specified below to testify in the taking of a deposition in the above case.

Place of Deposition:	Date and Time:

☐ YOU ARE COMMANDED, at the time of the hearing or deposition described above, to produce and permit inspection and copying of the following documents or objects (list documents or objects).

☐ YOU ARE COMMANDED, no more than _____ business days after receiving this subpoena, to produce and permit inspection and copying of the following documents or objects (list documents or objects).

Any organization not a party to this matter that is subpoenaed for the taking of a deposition shall designate one or more officers, directors, managing agents, or other persons who consent to testify on its behalf, and may set forth, for each person designated, the matters on which the person will testify. Arkansas Rules of Civil Procedure 30(b)(6).

Issuing Officer Signature and Title (Indicate Party) Date

Issuing Officer's Name, Address, and Phone Number

PROOF OF SERVICE

SERVED Date: Place:

Served On: (Print Name) Manner of Service:

Served By: (Print Name) Title:

DECLARATION OF SERVER

I declare, under penalty of perjury under the laws of the State of Arkansas that the foregoing information contained in the Proof of Service is true and correct:

Executed on:

Date Signature of Server

Address of Server

NOTICE TO PERSONS SUBJECT TO SUBPOENAS

Regardless of his or her county of residence, a witness subpoenaed for examination at a hearing must be properly served with the subpoena at least two days prior to the hearing, or within a shorter time if a court so orders. The subpoena must be accompanied by a witness fee calculated at the rate of $30.00 per day for attendance and $0.25 per mile for travel from the witness' residence to the place of the hearing. Rule 45(d), Ark. R. Civ. P.

A witness subpoenaed in connection with a deposition must be properly served with a subpoena at least five business days prior to a deposition, or within a shorter time if a court so orders. The witness is required to attend a deposition at any place within 100 miles of where he or she resides, is employed, or transacts business in person, or at such other convenient place set by court order. The subpoena must be accompanied by a witness fee calculated at the rate of $30.00 per day for attendance and $0.25 per mile for travel from the witness' residence to the place of the deposition. Rule 45(e), Ark. R. Civ. P.

A subpoena may command the person to whom it is directed to produce for inspection any books, papers, documents, or tangible things designated in the subpoena. The person subpoenaed may ask a court to quash or modify the subpoena if it is unreasonable or oppressive or to require that the person on whose behalf the subpoena is issued pay the reasonable cost of such production. Rule 45(b), Ark. R. Civ. P. The person subpoenaed may also object in writing to inspection or copying of any or all of the designated materials or seek a protective order from the court. If a written objection is made within ten days of service of the subpoena or on or before the time specified for compliance if such time is less than ten days, the party causing the subpoena to be issued is not entitled to inspect the materials unless the court so orders. Rule 45(e), Ark. R. Civ. P.

When a witness fails to attend in obedience to a subpoena or intentionally evades the service of a subpoena by concealment or otherwise, the court may issue a warrant for arresting and bringing the witness before the court to give testimony and answer for contempt. Rule 45(g), Ark. R. Civ. P. For further information pertaining to the nature of this subpoena and your rights pertaining to this subpoena, please consult Ark. Code Ann. § 6-17-425.

ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING STATE BOARD OF EDUCATION OPERATING GUIDELINES
_____ 2014

1.0 REGULATORY AUTHORITY

1.01 These rules are enacted pursuant to Ark. Code Ann. §§ 6-11-105; 6-17-425; and 25-15-201 et seq.

2.0 PURPOSE

2.01 The purpose of these rules is to provide operating procedures for the State Board of Education (State Board).

3.0 BOARD MEMBERSHIP

3.01 The State Board shall be composed of nine (9) members.

3.01.1 Two (2) members to be selected from each of the congressional districts of the state as they existed on July 30, 2007.

3.01.2 One member to be appointed at large from within the state.

3.02 The term of office of a member of the state board shall be a single term of seven (7) years.

3.02.1 Any member appointed to the State Board to fill a vacancy for an uncompleted term with less than three (3) years remaining on the original term may be reappointed to an additional term of seven (7) years.

3.02.1.1 No member serving three (3) or more years on the State Board may be reappointed.

3.02.2 No current or new member shall be allowed to resign in order to be appointed to a new term on the board.

3.03 The membership of the State Board shall reflect the diversity in general education.

3.04 No person may serve as a member of the State Board unless he or she is a qualified elector and is a person of high moral standards and recognized ability.

3.04.1 Neither the Commissioner of education nor any candidate for public office, holder of public office in the state, schoolteacher, county or city superintendent, employee of a state-supported college or university, or

member of any board of trustees of any state institution of higher learning shall serve as a member of the state board.

3.05 The members of the State Board shall be appointed by the Governor, subject to the confirmation of the Senate and shall take the oath of office for officers prescribed by the Arkansas Constitution.

3.06 Whenever a vacancy occurs in the membership of the State Board, the Governor shall appoint a successor who shall serve the reminder of the unexpired term of the member that he or she succeeded, subject to all other provisions of this section.

3.06.1 Resignation, removal from the district from which he or she is appointed, disqualification, incapacitation from mental or physical disability or otherwise, or change in status from the eligibility requirements from membership on the State Board shall automatically create a vacancy in the membership of the State Board, and no such member shall thereafter exercise any of the functions of membership on the State Board even though his or her successor has not been appointed.

3.07 Members of the State Board shall be subject to removal from office by the Governor when the actions or conditions of a member shall be considered as sufficient cause for removal.

3.07.1 However, before a member may be removed for cause, this cause must have been accepted as true, good, and sufficient by a majority written vote of all members of the State Board after a formal hearing at a regular or special session of the State Board.

3.08 The members of the State Board shall serve without remuneration but may receive expense reimbursement and stipends in accordance with Ark. Code Ann. § 25-16-901 et seq., as follows:

3.08.1 Actual expenses while attending regular and special meetings of the State Board; and

3.08.2 A per diem allowance when in attendance at regular or special meetings of the State Board.

4.0 OFFICERS

4.01 The State Board shall elect (1) of its number chair, one (1) vice chair, and such other officers as the State Board deems necessary to perfect its organization.

4.01.1 State Board officers must have a minimum of two years of State Board Service before holding office.

4.02 On or before the first day of March of each year, the Chair shall appoint a Nominating Committee consisting of three (3) State Board members, all of whom shall have served at least two years on the State Board.

4.02.1 The Nominating Committee shall report to the State Board at the May meeting.

4.02.2 The election shall take place by voice vote.

4.02.3 The outgoing Chair shall serve through the conclusion of the June meeting, at which time the newly elected Chair shall take office.

4.03 The term of elected positions shall be one year.

4.04 Individual office holders shall be limited to serving two consecutive one-year terms.

5.0 COMMISSIONER

5.01 Subject to confirmation by the Governor, the State Board of Education is empowered to employ a person to act as the Commissioner of Education and who shall be the administrative head of the Department of Education.

5.02 The Commissioner shall serve at the pleasure of the Governor.

5.03 The Commissioner shall act as the ex-officio secretary of the State Board without a vote.

5.03.1 The Commissioner or his or her designee shall be responsible for keeping minutes of all meetings. The minutes shall be included in the materials prepared for the approval of the Board at the next regular meeting.

6.0 COMMITTEES

6.01 The State Board regularly conducts its business as a committee of whole.

6.02 The Chair may appoint special committees to carry out a specified task.

6.02.1 Each committee shall report its findings and recommendations to the State Board as a whole.

7.0 ORIENTATION FOR NEW MEMBERS

7.01 Department staff shall conduct training for new State Board members including, but not limited to an overview of the following:

7.01.1 Statutory responsibilities of State Board members.

7.01.2 Organization and operations of the Department of Education.

7.01.3 Categories of items on regular State Board agendas (i.e., consent and action items).

8.0 MEETINGS

8.01 The State Board shall meet a minimum of six (6) times annually.

8.02 The State Board will meet each December to determine the meeting dates for the following year.

8.03 Special meetings may be called by the Chair of the State Board with no less than twenty-four (24) hours notice to the members and the Commissioner of Education and with timely responses from enough State Board Members that they will attend the meeting so as to indicate that a quorum will be present.

8.03.1 Notice of special meetings shall be by telephone or email.

8.03.2 In the absence of the chair, the Commissioner shall call a special meeting on the request of three (3) members of the State Board with the same notice and response requirements.

8.03.3 If both the Chair and the Commissioner shall be absent or refuse to call a meeting, any three (3) members of the State Board may call a meeting by utilizing the same notice and response requirements in notifying the members and the Office of the Commissioner.

8.04 All meetings shall conform to the Arkansas Freedom of Information Act (Ark. Code Ann. § 25-19-101 et seq.) and follow the latest edition of Robert's Rules of Order.

8.05 A majority of those serving on the State Board shall constitute a quorum.

8.06 Each member shall make attendance at State Board meetings a matter of highest priority.

8.06.1 A member shall be in attendance to discuss and vote on any matter before the State Board.

8.06.1.1 In-person attendance is the preferred method of attendance.

8.06.1.2 Attendance by telephone, video conference, or other means where the State Board member is able to hear and participate in discussion during the meeting is an acceptable method of attendance when the State Board member is unable to attend in person.

8.06.2 A State Board member shall be subject to removal from the State Board in the event the member shall fail to present to the Governor a satisfactory excuse for his or her absence. Unexcused absences from three (3) successive regular meetings, without attending any intermediary called special meetings, shall constitute sufficient cause for removal.

9.0 PUBLIC COMMENT

9.01 An individual or group wishing to appear before the Board on a matter not otherwise on the agenda shall notify the Commissioner's Office of the Department of Education in writing at least twenty (20) business days before the meeting.

9.02 An individual or group wishing to appear before the State Board on a matter on the agenda shall notify the State Board by signing the sign-in sheet located in the reception area of the Department before agenda item is addressed by the State Board.

9.03 Public comment shall otherwise be allowed at the discretion of the Chair.

9.04 Unless otherwise provided in rule or law, public comment will be limited to three (3) minutes per individual or group. Repetitive presentations may be limited by the Chair.

10.0 AGENDA

10.01 Requests to place items on the agenda shall be received by the Commissioner or his or her designee in writing at least twenty (20) days before the regular State Board meeting.

10.02 The agenda shall be posted to the Department's website at least ten (10) days before each regular meeting.

10.02.1 When there are less than four (4) weeks between regular meeting dates, the Agenda will be posted to the Department's website at lease eight (8) days prior to the meeting date.

10.03 Items that need no further discussion and are non-controversial shall be placed on the Agenda in a block identified as the Consent Agenda.

10.03.1 Items may be removed at the request of one or more State Board members. Items removed from the Consent Agenda shall be placed on the Action Agenda or deferred.

10.04 Items that require discussion and action by the Board shall be placed on the Action Agenda.

11.0 CONFLICTS OF INTEREST

11.01 If a State Board member considers that he or she has a conflict of interest or that there might be an appearance of impropriety with regard to his or her participation in a particular item before the State Board, he or she may notify the State Board and recuse.

11.01.1 If a State Board member recuses, he or she shall leave the meeting for the duration of the discussion and vote on the item with which he or she has a conflict.

11.02 If a State Board member considers that another member has a conflict of interest or that there might be an appearance of impropriety, the matter may be brought before the State Board.

11.02.1 The State Board member whose participation is questioned may be disqualified from voting by a vote of three-fourths of the State Board members present.

11.03 Subject to Section 11.04 of these Rules, no member of the State Board shall participate in, vote on, influence, or attempt to influence an official decision if the member has a pecuniary interest in the matter under consideration by the board, commission, or entity.

11.04 A member of the State Board may participate in, vote on, influence, or attempt to influence an official decision if the only pecuniary interest that may accrue to the member is incidental to his or her position or accrues to him or her as a member of a profession, occupation, or large class to no greater extent than the pecuniary interest could reasonably be foreseen to accrue to all other members of the profession, occupation, or large class.

11.05 No member of the State Board shall participate in any discussion or vote on a rule or regulation that exclusively benefits the member.

12.0 GENERAL GUIDELINES FOR BOARD MEMBERS

12.01 The State Board is committed to establishing policy and discharging its responsibilities without discrimination on the basis of race, gender, color, creed, religion, age, sexual orientation, mental or physical condition or other inappropriate characteristics or criteria.

12.02 The Chair is the spokesperson for the Board. The Chair shall not speak on behalf of the State Board in regard to any position until the State Board has determined that position in a meeting.

12.03 Each State Board member has the freedom to express his or her own beliefs about education issues and to share such beliefs with other State Board members and the public.

12.04 The State Board will focus not only on current educational needs but also on future educational needs.

12.05 State Board members shall prepare for meetings by studying and understanding relevant materials supplied by Department staff. They will improve their knowledge base by reading widely in general and specialized education publications and by keeping abreast of national, state and local news developments and trends in education.

12.06 State Board members shall be readily accessible to the public, especially in their own local areas.

13.0 HEARING PROCEDURES

13.01 Unless otherwise provided in rule or law, the following procedures shall apply to hearings before the State Board:

13.01.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chair of the State Board.

13.01.2 The moving party shall have a total of ten (10) minutes to present its case. The State Board may allow more than ten (10) minutes if necessary.

13.01.3 The opposing party shall have a total of ten (10) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than ten (10) minutes if necessary.

13.01.4 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

13.01.5 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

14.0 SUBPOENAS

14.01 The State Board of Education, through its Chairperson or the Commissioner of Education, may issue subpoenas and bring before the State Board of Education as a witness any person in this state.

14.02. At the request of a party to a proceeding before the State Board of Education, the Chairperson of the State Board of Education or Commissioner of Education may issue a subpoena and bring before the State Board of Education as a witness any person in this state. However, it shall be the duty of the party requesting the
subpoena to properly serve the subpoena.

14.03 The subpoena shall:

14.03.1 Be in the name of the State Board of Education;

14.03.2 State the name of the proceeding; and

14.03.3 Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:

14.03.3.1 In person;

14.03.3.2 Before a certified court reporter under oath at the place of the witness's residence or employment

14.03.3.3 By videotaped deposition at the place of the witness's residence or employment;

14.03.3.4 By live video communications from the witness's residence, place of employment or nearby facility capable of providing video transmission to the proceeding for which the witness has been subpoenaed.

14.03.3.5 The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the State Board of Education and the person who is the subject of the subpoena.

14.04 The subpoena may require the witness to bring with him or her any book, writing or other thing under his or her control that he or she is bound by law to produce in evidence.

14.05 Service of the subpoena shall be the responsibility of the party requesting the subpoena and shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

14.06 A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the State Board of Education shall be reimbursed by the party requesting the subpoena for travel and attendance as provided by law.

14.07 If a witness is served with a subpoena pursuant to these rules and Ark. Code Ann. § 6-17-425 and fails to appear or to provide testimony in obedience to the subpoena, the State Board of Education may apply to the circuit court of the county in which the State Board of Education is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court. The court shall have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

14.08 A witness who has been served with a subpoena under these rules and Ark. Code Ann. § 6-17-425 may challenge the validity of the subpoena. Any motion to quash or limit the subpoena shall first be filed with the State Board of Education through the Office of the Commissioner of Education and must include the legal grounds relied upon by the witness challenging the validity of the subpoena. Should the State Board of Education deny the relief requested, a witness who has been served with the subpoena may challenge the validity of the subpoena in the circuit court of the county in which the witness resides or is employed.

ISSUED BY THE ARKANSAS STATE BOARD OF EDUCATION Little Rock, Pulaski County, Arkansas

SUBPOENA IN AN ADMNISTRATIVE PROCEEDING
Issued Pursuant to the Authority of Ark. Code Ann. § 6-17-425

RE: In the matter of: _____

_____

TO: _____

☐ YOU ARE COMMANDED to appear before the State Board of Education at the place, date, and time specified below to testify in the above case.

Place of Testimony:	Room:
	Date and Time:

☐ YOU ARE COMMANDED to appear at the place, date, and time specified below to testify in the taking of a deposition in the above case.

Place of Deposition:	Date and Time:

☐ YOU ARE COMMANDED, at the time of the hearing or deposition described above, to produce and permit inspection and copying of the following documents or objects (list documents or objects).

☐ YOU ARE COMMANDED, no more than _____ business days after receiving this subpoena, to produce and permit inspection and copying of the following documents or objects (list documents or objects).

Any organization not a party to this matter that is subpoenaed for the taking of a deposition shall designate one or more officers, directors, managing agents, or other persons who consent to testify on its behalf, and may set forth, for each person designated, the matters on which the person will testify. Arkansas Rules of Civil Procedure 30(b)(6).

_____

Issuing Officer Signature and Title (Indicate Party) Date

_____

Issuing Officer's Name, Address, and Phone Number

PROOF OF SERVICE

SERVED Date: Place:

Served On: (Print Name) Manner of Service:

Served By: (Print Name) Title:

DECLARATION OF SERVER

I declare, under penalty of perjury under the laws of the State of Arkansas that the foregoing information contained in the Proof of Service is true and correct:

Executed on:

Date Signature of Serve

Address of Server

NOTICE TO PERSONS SUBJECT TO SUBPOENAS

Regardless of his or her county of residence, a witness subpoenaed for examination at a hearing must be properly served with the subpoena at least two days prior to the hearing, or within a shorter time if a court so orders. The subpoena must be accompanied by a witness fee calculated at the rate of $30.00 per day for attendance and $0.25 per mile for travel from the witness' residence to the place of the hearing. Rule 45(d), Ark. R. Civ. P.

A witness subpoenaed in connection with a deposition must be properly served with a subpoena at least five business days prior to a deposition, or within a shorter time if a court so orders. The witness is required to attend a deposition at any place within 100 miles of where he or she resides, is employed, or transacts business in person, or at such other convenient place set by court order. The subpoena must be accompanied by a witness fee calculated at the rate of $30.00 per day for attendance and $0.25 per mile for travel from the witness' residence to the place of the deposition. Rule 45(e), Ark. R. Civ. P.

A subpoena may command the person to whom it is directed to produce for inspection any books, papers, documents, or tangible things designated in the subpoena. The person subpoenaed may ask a court to quash or modify the subpoena if it is unreasonable or oppressive or to require that the person on whose behalf the subpoena is issued pay the reasonable cost of such production. Rule 45(b), Ark. R. Civ. P. The person subpoenaed may also object in writing to inspection or copying of any or all of the designated materials or seek a protective order from the court. If a written objection is made within ten days of service of the subpoena or on or before the time specified for compliance if such time is less than ten days, the party causing the subpoena to be issued is not entitled to inspect the materials unless the court so orders. Rule 45(e), Ark.
R. Civ. P.

When a witness fails to attend in obedience to a subpoena or intentionally evades the service of a subpoena by concealment or otherwise, the court may issue a warrant for arresting and bringing the witness before the court to give testimony and answer for contempt. Rule 45(g), Ark. R. Civ. P. For further information pertaining to the nature of this subpoena and your rights pertaining to this subpoena, please consult Ark. Code Ann. § 6-17-425.

ARKANSAS DEPARTMENT OF EDUCATION

2014 Application
District Conversion
Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.

Applications will not be accepted after this time.

Name of Proposed Charter School:

_____

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

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

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School:_____

Grade Level(s) for the School:_____Student Enrollment Cap: _____

Name of School District: _____

Name of Contact Person: _____

Address:_____City:_____

ZIP: _____ Daytime Phone Number: (___) _____ FAX: (___) _____

Email: _____

Charter Site Address: _____

City: _____

ZIP:_____Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City:_____

ZIP:_____Daytime Phone Number: (____) _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

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

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

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

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

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

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

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

Applicant Response: Response generated from Section B.

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

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER
District Name
Campus Name

Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder

pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

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

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

Applicant Response:

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

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

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

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

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

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

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

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

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

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

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

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

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

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

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

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

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

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

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

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

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

B) Health services;

Applicant Response:

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

C) Media center;

Applicant Response:

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

D) Special education;

Applicant Response:

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

E) Transportation;

Applicant Response:

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

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

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

G) English Language Learner (ELL) instruction

Applicant Response:

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

H) Gifted and Talented Program.

Applicant Response:

characters/spaces.

Applicant response is limited to 4,800

The text box will expand once you have clicked out of it.

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

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

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

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

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☐ Yes

☐ No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response: Applicant response is limited to area provided on this page

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

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

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☐ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response: Applicant response is limited to 6,000 characters/spaces. The text box will expand once you have clicked out of it.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☐ Yes
☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

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

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

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

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

Applicant Response:

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

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable**. Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

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

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

Applicant Response:

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

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

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

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

_____ _____

Signature of Superintendent of School District *Date*

_____

Printed Name

Name of Individual with Prior Charter Experience _____

Position with Proposed Charter _____

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter

ARKANSAS DEPARTMENT OF EDUCATION

2014 Application
District Conversion
Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.

Applications will not be accepted after this time.

Name of Proposed Charter School:

_____

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

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

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School:_____

Grade Level(s) for the School:_____Student Enrollment Cap: _____

Name of School District: _____

Name of Contact Person: _____

Address:_____City:_____

ZIP: _____ Daytime Phone Number: (___) _____ FAX: (___) _____

Email: _____

Charter Site Address: _____

City: _____

ZIP:_____Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City:_____

ZIP:_____Daytime Phone Number: (____) _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

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

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

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

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

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

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

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

Applicant Response: Response generated from Section B.

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

Complete the following charts to include 2013 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA			
District Name			
District Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER
District Name
Campus Name

Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name			
Campus Name			
Grade Levels			
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	**MATH 2013 ESEA Report Percentage Achieving or Advanced**	**GRADUATION RATE 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE**
All Students (Combined)			
Targeted Achievement Gap Group			
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder

pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

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

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

Applicant Response:

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

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

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

4. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

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

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

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

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

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

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

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

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

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

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

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

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

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

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

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

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

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

B) Health services;

Applicant Response:

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

C) Media center;

Applicant Response:

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

D) Special education;

Applicant Response:

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

E) Transportation;

Applicant Response:

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

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

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

G) English Language Learner (ELL) instruction

Applicant Response:

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

H) Gifted and Talented Program.

Applicant Response:

characters/spaces.

Applicant response is limited to 4,800

The text box will expand once you have clicked out of it.

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

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

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

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

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☐ Yes

☐ No

13. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response: Applicant response is limited to area provided on this page

14. Summarize the job descriptions of the school administrator(s) and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

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

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☐ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response: Applicant response is limited to 6,000 characters/spaces. The text box will expand once you have clicked out of it.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☐ Yes
☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

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

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

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

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

Applicant Response:

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

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of the *Standards for Accreditation of Arkansas Public Schools and School Districts* from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and section number if applicable**. Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

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

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

Applicant Response:

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

21. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

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

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The district conversion public charter school shall be open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility.

3. In accordance with federal and state laws, the district conversion public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.

5. The district conversion public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.

6. The district conversion public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent any other qualified employee of the school district is covered.

7. The district conversion public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

    (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;

    (b) Conducting criminal background checks for employees;

    (c) High school graduation requirements as established by the State Board of Education;

    (d) Special education programs as provided by this title;

    (e) Public school accountability under this title;

    (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

    (g) Health and safety codes as established by the State Board of Education and local governmental entities.

11. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

_____ _____

Signature of Superintendent of School District *Date*

_____

Printed Name

Name of Individual with Prior Charter Experience _____

Position with Proposed Charter _____

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter