AGENDA
STATE BOARD OF EDUCATION

September 10, 2007
Arkansas Department of Education
Auditorium, AR Department of Education, #4 Capitol Mall
9:00 AM

Chair's Report – Diane Tatum
Commissioner's Report – Dr. T. Kenneth James

Reports

Report-1 LR Central High Commemoration of 50 Years: Art and Literacy Contest "Seizing Educational Opportunities: Character and Courage"

Little Rock Central High 1957-2007 Commemoration of 50 YearsTheme: "Seizing Educational Opportunities: Character and Courage"
To ensure that every high school senior in Arkansas has the opportunity to participate in the historic Little Rock Central High 1957-2007 Commemoration of 50 Years of Integration Celebration, the Arkansas General Assembly has set aside funding to support student participation through the Educational Sub-Committee of the 50th Anniversary Commission for Little Rock Central High and the Arkansas Department of Education. The purpose of student participation is to help encourage students to "boldly seize available educational opportunities" and to provide scholarship opportunities to support
post-secondary education for student winners.
In the 2007 legislative session, Senator Irma Hunter Brown and Representative Wilhelmina Lewellen of Little Rock sponsored Act 917 of 2007 of the 86th General Assembly to appropriate funds to make statewide student participation in the 50th Central High School Anniversary possible. All three hundred and eleven high schools are encouraged to participate in the Little Rock Central High 1957-2007 Commemoration, and become a part of history, by participating in the Literacy Composition and Art Collage Contest.

Report-2 Report: Update on the Fiscal Distress Status of the Bald Knob School District

The Bald Knob School District is currently classified in fiscal distress. This report provides additional information regarding this issue.

Consent Agenda

C-1 Minutes - August 13, 2007

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report

*describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. Process * In September, the report emphasizes the following: 1. Summary of the PMT for August.*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

C-4 Reports on Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 46 districts covering a total of 74 positions. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department staff and are consistent with program guidelines.

C-5 2006-2007 Arkansas Home School Annual Report

This summary report reflects the status of home school student registration for the 2006-2007 school year.

C-6 Request for Approval of Stipulated Agreenment of Waiver Request for certified Employment - Andrew E. Cates

Mr. Cates was convicted of Possession of Cocaine (under the Uniform Control Substance Act) in 1997. This is a disqualifying offense for employment with a school district as a certified employee pursuant to Ark. Code Ann. § 6-17-410(c)(13). Mr. Cates was notified of his ineligibility on August 2, 2007. A request for a waiver was submitted on August 29, 2007, pursuant to Ark. Code Ann. § 6-17-410(d).

Mr. Cates has no other disqualifying convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a license be granted to Mr. Andrew E. Cates with the stipulation that he be placed on probationary status for a period of two (2) years from the granting of this probation during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-410.

C-7 Request for Approval of Stipulated Agreement - Joe Gray

Mr. Joe Gray currently holds a standard five-year license valid until December 31, 2007. The Arkansas Department of Education recommends that a letter of reprimand be issued to Mr. Gray by the State Board of Education. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the Little RockSchool District. Specifically, the Department alleges that Mr. Gray violated the security and confidentiality of a Grade 11 Field Writing Test by permitting a student to take a test booklet from a classroom to which he was incorrectly assigned to the correct classroom to take the test, and the test booklet was not seen again. Such action is prohibited by Ark. Code Ann. § 6-15-438 and the Arkansas Department of Education Rules and Regulations Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) §§ 5.07.3.7 and 5.07.3.12 and is cause for licensure action pursuant to Ark. Code Ann. § 6-17-410(e)(2)(E).

Mr. Gray was notified of the letter of reprimand and of his right to a hearing before the State Board of Education on August 29, 2007. Mr. Gray has agreed to accept the recommended reprimand without a hearing and thus, the Arkansas Department of Education recommends that Mr. Joe Gray be issued the attached letter of reprimand by the State Board

of Education.

C-8 Request for Approval of Stipulated Agreement - Dan B. Mouritsen

Mr. Dan B. Mouritsen currently holds a standard five-year license valid until December 31, 2009. The Arkansas Department of Education recommends that Mr. Mouritsen's Arkansas teacher's license be placed on probation for a period of six (6) months. This recommendation is based upon the findings of an ADE investigation into alleged testing improprieties in the CotterSchool District. Specifically, the Department alleges that Mr. Mouritsen violated the security of the 2006 End of Course Geometry Exam by discussing a test question and allowing a student to work the problem on the chalk board. Mr. Mouritson also informed the student that the answer was correct. Such action is prohibited by Ark. Code Ann. § 6-15-438 and the Arkansas Department of Education Rules and Regulations Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) §§ 5.07.3.4, 5.07.3.5 and 5.07.3.7 and is cause for probation pursuant to Ark. Code Ann. § 6-17-410(e)(2)(E).

Mr. Mouritsen was notified of the recommendation of probation for his Arkansas teacher's license and of his right to a hearing before the State Board of Education on May 21, 2007. Mr. Mouritsen has agreed to accept the recommended period of probation without a hearing and thus, the Arkansas Department of Education recommends that the license of Mr. Dan B. Mouritsen be placed on probationary status for a period of six (6) months from the date of the Order, during which time he must not be convicted, or charged resulting in a conviction, of any disqualifying offense pursuant to Ark. Code Ann. § 6-17-410.

C-9 Consideration of the State Adoption List and Authorization for Contracts for Social Studies K-8 and 9-12, Arkansas History, and Drivers Education Textbooks

To comply with Arkansas Code Annotated §621-402 through 413 (1995) amended by Act 333 of 1997.It is recommended that the State Board of Education: 1. Adopt the lists of textbooks and other instructional materials recommended by the Social Studies, Arkansas History and Drivers Education Selecting Committees. The strengths and weaknesses noted by the committees are provided. 2. Authorize the Commissioner to execute contracts with publishing companies for the textbooks and other instructional materials recommended by the committees. Four committees of 28 educators met on May 9-11, 2007, for orientation and presentations by publishers of the materials bid for Social Studies K-12, Arkansas History, and for Drivers Education. The committees reviewed materials during the summer and met again on August 7-9,2007, to make their recommendations for the state adoption list and to write strengths and weaknesses for each publication.

Action Agenda

A-1 Report on the Progress Concerning the Resolution of the Balance Owed to Arkansas Teacher Retirement System by Haas Hall Acadamy, Farmington, AR

At the August 13, 2007, State Board of Education meeting, the Board heard a report concerning monies that Haas Hall Academy owed to the Arkansas Teacher Retirement System. At that meeting the Board directed staff at Haas Hall Academy to work cooperatively with staff from the Arkansas Teacher Retirement System (ATRS) to come to a finalized agreement/repayment plan on monies owed to ATRS.

A-2 Request for Approval of 2007-2008 Arkansas Better Chance Grants - Round #3

Per the instructions for the 2007-2008 Arkansas Better Chance grant, the attached agencies have submitted a proper grant application which has been evaluated and scored by a team of early childhood professionals. As a result of that evaluation, we request approval of the attached programs for ABC grants in the 2007-2008 program year.

A-3 Consideration of Recommendations of Performance Levels for the Alternate

Portfolio Assessment for Students with Disabilities for Science Portfolio (Grades 5 and 7) and for the Performance Level Descriptors for Special Education Alternate Portfolio Assessment for English Language Arts (Grades 3-8, and 11), Mathematics (Grades 3-9) and for Science (Grades 5,7, and 10)

A committee of 14 educators met on July 16-18, 2007, to set the cut-scores for the 5 performance levels for the alternate portfolio assessment for science for grades 5 and 7. They also met to review the performance level descriptors for mathematics, literacy, and science for the alternate portfolio assessment for student with disabilities. The five performance levels for the Alternate Portfolio Assessment for Students with Disabilities are Independent, Functional Independence, Supported Independence, Emergent, and Not Evident.

The committee reviewed student entries for science from grades 5 and 7 portfolios for students with disabilities to determine the level of proficiency for each portfolio. The committee studied the impact data for the cut scores for each proficiency level.

The committee recommends:

1. *The cut points for the 5 performance levels determined by the process of committee review are to be used to generate reports for the Alternate Portfolio Assessment for Grades 5 and 7 Science for school year 2006-2007.*
2. *The definitions for the performance level descriptors for each grade level and content area are to be used with all alternate portfolio assessments.*

A-4

Consideration for Public Comment: Proposed Rules Governing the Use of Net Gate Receipts by Public School Districts

Act 1043 was enacted during the 2007 regular session to clarify what funds a district may use to purchase athletic awards. The Department is requesting that the Proposed Rules Governing the Use of Net Gate Receipts by Public School Districts be approved to go out for Public Comment.

A-5

Consideration for Final Approval: Proposed Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements

On July 9, 2007, the State Board approved for public comment the Proposed Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements. On August 14, 2007 a public hearing was held in Little Rock at the Department of Education Building. Comments were received from Legislative Research and Arkansas School Boards Association. Comments Received: Section 5.01 When does state begin measuring material misstatements and issuing citations? Use consistent title for "Education Service Cooperative." Correct numbers in Section 4.00 The Department of Education is requesting final approval from the State Board on the Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

A-6

Consideration for Final Approval: Proposed Rules Governing the Athletic Expenditures For Public School Districts

On July 9, 2007, the State Board approved for public comment Proposed Rules Governing the Athletic Expenditures For Public School Districts. On August 14, 2007 a public hearing was held at the Department. Input was received from Legislative Research, Legislative Audit, legislators, and educators.

The Department of Education is requesting final approval from the State Board on the Rules Governing the Athletic Expenditures For Public School Districts.

A-7

Consideration for Final Approval: Proposed Rules Governing the Funding of Public

School

On June 11, 2007, the State Board approved for public comment Proposed Rules Governing the Funding of Public School Districts. On July 30, 2007 a public hearing was held.

Comments Received:

6.01 Clarification of the calculation of student growth.

3.05 Clarify NSLA calculation as based on previous year eligibility.

3.10 Clarify definition of "Net Revenues."

4.04 How will the determination be made that funds are available for declining enrollment and special needs isolated funding?

5.00 Clarify how the calculation is done.

The Department of Education is requesting final approval from the State Board on the Rules Governing the Funding of Public School Districts.

A-8 Consideration for Final Approval: Proposed Rules Governing the Calculation of Miscellaneous Funds

On July 9, 2007, the State Board approved for public comment Proposed Rules Governing the Calculation of Miscellaneous Funds. On August 14, 2007 a public hearing was held at the Department of Education.

The Department of Education is requesting final approval from the State Board on the Rules Governing the Calculation of Miscellaneous Funds.

A-9 Consideration for Final Approval: Rules Governing Waivers of the Earnings Limitations Under the Teacher Retirement System

A public hearing for these rules was held at 1:00 p.m., August 7, 2007, in the Arkansas Department of Education Auditorium. In response to the request for public comment on the Rules Governing Waivers of the Earnings Limitations under the Teacher Retirement System, there were four persons from the public sector in attendance. The only public comment received was in favor of the rules. There were none against.

Recommendation: Request that the Board approve the revisions in the Rules Governing Waivers of the Earning Limitations under the Teacher Retirement System.

A-10 Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

On July 9, 2007, the State Board approved for public comment Proposed Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds. On August 14, 2007 a public hearing was held at the Department.

The Department of Education is requesting final approval from the State Board on the Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

A-11 Consideration for Final Approval: Proposed Rules Governing the Final Close of Public School Financial Records

On July 9, 2007, the State Board approved for public comment Proposed Rules Governing the Final Close of Public School Financial Records. On August 14, 2007 a public hearing was held at the Department of Education..

The Department of Education is requesting final approval from the State Board on the Rules Governing the Final Close of Public School Financial Records.

A-12 Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Arkansas Leadership Academy Master School Principal Designation

A public hearing for these rules was held at 2:00 p.m., August 7, 2007, in the Arkansas Department of Education Auditorium with Beverly Williams representing the Department. In response to the request for public comment on the Proposed Rules Governing Eligibility and Financial Incentives for Arkansas Leadership Academy Master School Principal Designation, four persons from the public sector were in attendance. Comments made were considered and four changes were made to the rules in response. Recommendation: Request the Board approve the Rules Governing Eligibility and Financial Incentives For Arkansas Leadership Academy Master School Principal Designation.

A-13 Consideration for Final Approval: Rules Governing Waivers for Substitute Teachers

A public hearing for these rules was held at 2:00 p.m., August 9, 2007, in the Arkansas Department of Education Auditorium. In response to the request for public comment on the Rules Governing Waivers for Substitute Teachers, there were no attendees and no comments made.
Recommendation: Request the Board approved the Rules Governing Waivers for Substitute Teachers

A-14 Consideration for Final Approval: Rules Governing the Lifetime Teaching License

A public hearing for these rules was held at 1:00 p.m. on August 9, 2007 in the Arkansas Department of Education Auditorium with Ron Tolson representing the Department. In response to the request for public comment on the Rules Governing Lifetime Teaching License, there was one person from the public sector in attendance. Comments suggested accommodations need to be made to work with teachers that turned 65 years of age prior to the effective date of the rules. Recommendation: Request the Board approve the Rules Governing Lifetime Teaching License to include the suggestion made during public comment.

A-15 Consideration for Final Approval: Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License

A public hearing for these rules was held at 2:00 p.m. on August 16, 2007, in the Arkansas Department of Education Auditorium. In response to the request for public comment on the Proposed Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License, there were no attendees and no public comments made.

Recommendation: Request the Board approve the Proposed Rules Governing the Requirements and Procedures for Renewing a Standard Arkansas Teaching License.

A-16 Consideration for Final Approval: Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for more than Thirty (30) Consecutive Days and for Granting Waivers

A public hearing for these rules was held at 1:00 p.m., August 16, 2007, in the Arkansas Department of Education Auditorium. In response to the request for public comment on the revised Rules Governing Parental Notification of an

Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty Days and for Granting Waivers, commonly know as Act 1623 of 2001, Ron Tolson represented the Department. No one attended from the public sector and there were no public comments. Recommendation: Request that the Board approve the revised changes in the Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty Days and for Granting Waivers.

A-17 Consideration for Final Approval: Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program

A public hearing for these rules was held on July 19, 2007 in the Arkansas Department of Education Auditorium. No one attended the public hearing on the Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program. Comments were received by email, considered, and suggestions have been discussed. No changes to the rule have been made at this time. Recommendation: Request the Board approved the Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program

A-18 Consideration for Final Approval: Arkansas Department of Education Rules and Regulations Governing Home Schools

Proposed rules for Act 824 of 2007 were approved by the State Board of Education on July 9, 2007, for public comment.
The public hearing was held on August 8, 2007, and there were six people in attendance. Comments in favor of the proposed rules were made at the hearing. No other comments were received by the Home School Office during the 30-day public comment period ending on August 14, 2007. We ask that you give final approval of these Rules.

A-19 Consideration of State Board of Education Travel Guidelines

The Board's appointed committee submits travel guidelines pursuant to review and approval of member travel to out-of-state conferences and events.

A-20 Consideration of Representation at the NASBE Annual Meeting

Reports

Report-1 Public Comment - Richard Schoe

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
AUGUST 31, 2007

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of August 2007.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2007
I. Financial Obligation	As of July 31, 2007, State Foundation Funding payments paid for FY 06/07 totaled $68,967,608 to LRSD, $35,477,276 to NLRSD, and $56,463,070 to PCSSD. The Magnet Operational Charge paid as of July 31, 2007, was $15,339,457. The allotment for FY 06/07 was $15,339,457. M-to-M incentive distributions for FY 06/07 as of July 31, 2007, were $4,457,690 to LRSD, $4,329,372 to NLRSD, and $11,056,440 to PCSSD. In March 2007, General Finance made the second one-third payment to the Districts for their FY 06/07 transportation budget. As of March 31, 2007, transportation payments for FY 06/07 totaled $2,826,769 to LRSD, $666,435 to NLRSD, and $2,148,894 to PCSSD. In July 2007, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales $1,036,115. In July 2007, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY 07/08. In July 2007, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 07/08.
II. Monitoring Compensatory Education	On July 12, 2007, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. He handed out the syllabus of the U.S. Supreme Court ruling from June 28, 2007 about the Seattle School District. The court ruled that the district could no longer use race as the only criteria for making certain elementary school assignments and to rule on transfer requests. Mr. Scott Richardson from the Attorney General's Office said that an expert was going to study the Pulaski County school districts and see what they need to do to become unitary. The next Implementation Phase Working Group Meeting is scheduled for October 4, 2007 at 1:30 p.m. in room 201-A at the ADE.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2007
III. A Petition for Election for LRSD will be Supported Should a Millage be Required	Ongoing. All court pleadings are monitored monthly.
IV. Repeal Statutes and Regulations that Impede Desegregation	In July 2007, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 86th Legislative Session, and any new ADE rules or regulations.
V. Commitment to Principles	On August 13, 2007, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of July.
VI. Remediation	On February 9, 2007, ADE staff provided District Test Coordinator Training at the School for the Blind Auditorium in Little Rock. Two staff members from the LRSD and three staff members from the PCSSD attended.
VII. Test Validation	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
VIII. In-Service Training	A Tri-District Staff Development Committee meeting was held on March 7, 2007. Doug Ask (PCSSD), Kaye Lowe (NLRSD), and Dr. Lloyd Sain (LRSD) attended. They discussed schedules and content of professional development days. Information was shared about the use of technology. They talked about the status of their Smart Grant applications.
IX. Recruitment of Minority Teachers	In July 2007, ADE Professional Licensure mailed a list of Spring 2007 minority teacher graduates from Arkansas colleges and universities to the three Pulaski County school districts.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2007
X. Financial Assistance to Minority Teacher Candidates	Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2006-2007 on October 17, 2006. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows: STAR Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award White 62 270,514 337 1,466,952 399 1,737,466 Black 9 51,000 44 190,500 53 241,500 Hispanic 1 6,000 4 21,000 5 27,000 Native Amer 1 6,000 2 9,000 3 15,000 Other 2 7,500 2 9,000 4 16,500 **Totals** 75 341,014 389 1,696,452 464 2,037,466 The scholarship awards for MTS are as follows: MTS Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 6 27,500 42 188,430 48 215,930 Hispanic 1 5,000 1 5,000 Asian Native Amer 5 25,000 5 25,000 **Totals** 6 27,500 48 218,430 54 245,930 The scholarship awards for MMF are as follows: MMF Race / Male Count / Male Award / Female Count / Female Award / Total Count / Total Award Black 2 6,250 26 93,750 28 100,000 Hispanic 3 13,750 3 13,750 Native Amer **Totals** 2 6,250 29 107,500 31 113,750
XI. Minority Recruitment of ADE Staff	The MRC met on April 4, 2007 at the ADE. Demographic reports were presented that showed ADE employees grade 21 and above by race and section as of December 31, 2006 and March 31, 2007. A spreadsheet was handed out that showed for grade 21 and above the number and percentage of black, white, and other race employees in each unit of the ADE. It was agreed that a report should be developed that will show units that are less than fifteen percent black who have five or more employees. The reports show that for ADE employees grade 21 and above the percent black has decreased. There was discussion about the reasons for this and ways to increase the recruitment of minority employees.
XII. School Construction	This goal is completed. No additional reporting is required.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2007
XIII. Assist PCSSD	Goal completed as of June 1995.
XIV. Scattered Site Housing	This goal is completed. No additional reporting is required.
XV. Standardized Test Selection to Determine Loan Forgiveness	Goal completed as of March 2001.
XVI. Monitor School Improvement Plans	On July 9, 2007, ADE staff met with Dr. Karen Dejarnette and Dr. Sadie Mitchell on Scholastic Audit documentation, and planning possible ACSIP professional development at the Instructional Resource Center (IRC) in the LRSD. On June 15, 2007, ADE staff attended a meeting with the assistant superintendent for instruction and coordinators for elementary and secondary education from the NLRSD, and principals from Lynch Drive Elementary and Rose City Middle at the North Little Rock School District Office. Discussed the addition of information to the School Improvement Plan as the result of the Scholastic audits that were held 11/05/06-11/10/06. On June 27, 2007, ADE staff attended a meeting with the principal regarding updating the supporting data for the 07-08 school year at Meadow Park Elementary in the NLRSD. On June 28, 2007, ADE staff attended a meeting with the principal regarding updating the supporting data for the 07-08 school year at Glenview Elementary in the NLRSD.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF AUGUST 31, 2007
XVII. Data Collection	The ADE Office of Public School Academic Accountability has released the 2006 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department and published in a format that can be easily understood by parents or guardians who are not professional educators and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators: 1: ACHIEVEMENT, 2: ACCESS, 3: RETENTION, 4: DISCIPLINE, 5: DEMOGRAPHICS, 6: CHOICE, 7: ECONOMIC.
XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations	On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

NEWLY EMPLOYED FOR THE PERIOD OF August 1, 2007 – August 31, 2007

Alicia Casteel- Public School Program Advisor, Division of Fiscal and Administrative Services, Child Nutrition, Grade 21, effective 08/13/07.

Mike Lucas- Public School Administrative Advisor, Division of Human Resources/Licensure, Teacher Quality, Grade 21, effective 08/20/07.

Charles Nowak- Public School Administrative Advisor, Division of Learning Services, School Improvement/ACSIP, Grade 21, effective 08/01/07.

***Barbara Owens- Secretary II, DPSAF and Transportation, Grade 13, effective 08/13/07.**

Amanda Peebles- Public School Program Advisor, Special Programs, Gifted and Talented, Grade 21, effective 08/06/07.

Vernon Robertson- Area Project Manager, DPSAF and Transportation, Grade 23, effective 08/27/07.

Jim Short- Public School Program Advisor, Division of Learning Services, Curriculum, Assessment and Research, Grade 21, effective 08/20/07.

***Dorie Summons- Public School Program Advisor, Division of Learning Services, Curriculum, Assessment and Research, Grade 21, effective 08/20/07.**

***Latanya Taylor- Public School Program Advisor, Division of Learning Services, Curriculum, Assessment and Research, Grade 21, effective 08/13/07.**

Kay Tepera- Education Program Administrator, Research and Technology, Grade 21, effective 08/13/07.

Harold Turner- Program Support Manager, Division of Fiscal and Administrative Services, Financial Accountability and Reporting, Grade 22, effective 08/01/07.

Mark Whitaker- Senior Project Administrator, DPSAF and Transportation, Grade 25, effective 08/14/07.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF August 1, 2007 – August 31, 2007

No promotions or transfers during this period.

SEPARATIONS FOR THE PERIOD OF August 1, 2007 – August 31, 2007

***Yolanda Anderson- Administrative Assistant II, DPSAF and Transportation, Grade 17, effective 08/21/07. 1 year, 2 months, 5 days. Code: 01**

***Deborah Armstrong- Administrative Assistant II, Division of Learning Services, Standards Assurance, Grade 17, effective 08/17/07. 14 years, 0 months, 0 days. Code: 01**

Jessica Brown- Public School Program Advisor, Arkansas Public School Computer Network (APSCN), Grade 21, effective 08/10/07. 2 years, 9 months, 11 days. Code 01

John Bynum- Attorney, Division of Learning Services, Special Education, Grade 24, effective 08/24/07. 8 years, 0 months, 0 days. Code 01

Jacqueline DeBusk- Technical Assistance Manager, Arkansas Public School Computer Network (APSCN), Grade 24, effective 08/03/07. 0 years, 8 months, 30 days. Code 01

***Shelitah Jordan- Secretary I, Division of Human Resources/Licensure, Professional Licensure, Grade 11, effective 08/31/07. 3 years, 9 months, 21 days. Code 01**

JoAnne Wooldridge- Area Project Manager, DPSAF and Transportation, Grade 23, effective 08/29/07. 1 year, 6 months, 8 days. Code 01

***Minority**

AASIS Code:

Voluntary- 01

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
1002000	Arkadelphia Public School District	1	Lloyd Bright	Long-Term Substitute Teacher	Elementary Principal	402			2006-2007
	Arkansas Early College/High School	1	Jennifer White	English Language Art (7-12)	Drama/Speech (7-12)	208			2007-2008
				Journalism (7-12)					
1601000	Bay Public School District	1	Mike Rinaldi	PE/Wellness/LEI (7-12)	Physical Science	169			2006-2007 2007-2008
				Coaching (7-12)					
				General Science (7-8)					
				Earth Science (7-8)					
				Life Science (7-8)					
3001000	Bismark Public School District	2	Stacey Parish	Early Childhood Education (P-4)	Special Education (P-4)	231			2007-2008
			Jennifer Thomas	Building Administrator (P-8)			Curriculum Program Administrator	315, 315	2007-2008
				Building Administrator (7-12)					
				Social Studies (7-12)					
	Centers for Youth and Families	2	Ervita Thompson	BusEdSec Endorsement (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
				Business Technology (7-12)					
			Patricia Holder	Reading (1-12)	Special Education (4-12)	230			2005-2006 2006-2007 2007-2008
				Elementary (1-6)					
				Sp Ed Instructional Specialist (4-12)					
				SpEdEch Instructional Specialist (P-4)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
1305000	Cleveland County Public School District	1	Debra Myers	Building Administrator (P-8)	Art (K-6)	201			2005-2006 2006-2007 2007-2008
				Building Administrator (7-12)					
				Early Childhood Education (P-4)					
				Middle School Math (5-8)					
				Middle School Science (5-8)					
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
	Community School of Cleburne County	1	Feather Linn	General Science (7-12)	Early Childhood Special Edu	231			2007-2008
				Middle School Science (5-8)					
				Middle School Social Studies (5-8)					
				Family & Consumer Science (4-8)					
				Family & Consumer Science (7-12)					
				Earth Science (5-8)					
				Life Science (7-12)					
				Arkansas History (5-8)					
				American History (5-8)					
				Geography (7-12)					
O402000	Decatur Public School District	1	William Brockert	Physical/Earth Science (7-12)	Coaching	293			2007-2008
				Driver Education Endorsement (7-12)					
O101000	DeWitt Public School District	2	Lori Wilson	Elementary (1-6)	Guidance & Couseling	299, 300			2007-2008
			Jacqueline Duncan	Early Childhood Education (P-4)	Special Education (Grade 5)	230			2007-2008
				SpEdEch Instructional Specialist (P-4)					
1408000	Emerson-Taylor Public School District	3	Angela Caldwell	Middle School English (5-8)	Oral Communication	N/A			2007-2008
				English Language Arts (7-12)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				Elementary (1-6)					
			Mickey Null-Wood	Vocal Music (P-8)	Drama	207, 208			2007-2008
				Vocal Music (7-12)					
				Instructional Music (P-8)					
				Instructional Music (7-12)					
			Erica Mayfield	MidChLangArt/SS (4-8)	Gifted & Talented	305, 306			2007-2008
				Middle School Science (5-8)					
				Middle School Social Studies (5-8)					
				MidChSci/Math (4-8)					
				Elementary (1-6)					
				English as a Second Language (P-8)					
				English as a Second Language (7-12)					
O802000	Eureka Springs Public School District	1	Gail Hunter	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
7202000	Farmington Public School District	2	Amy Sampolesi	Early Childhood Education (P-4)	Special Education	231			2007-2008
				Elementary (K-6)					
			Brandi Shoptaw	Early Childhood Education (P-4)	Special Education	230			2007-2008
O803000	Green Forest Public School District	1	Rebecca Tharp	Elementary (1-6)	Guidance & Counseling (K-3)	299, 300			2007-2008
				English as a Second Language (P-8)					
				English as a Second Language (7-12)					
6603000	Hackett Public School District	2	Diana Lee	Early Childhood Education (P-4)	Special Education	230			2007-2008
			Misty Waters	Early Childhood Education (P-4)	Special Education	230,231			2007-2008
				MidChLangArt/SS (4-8)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				MidChSci/Math (4-8)					
O503000	Harrison Public School District	1	Brandy Eddington	English Language Arts (7-12)	Physical Education	227, 228			2007-2008
				Social Studies (7-12)					
				Oral Communication (7-12)					
5403000	Helena-West Helena Public School District	2	Jerry Donaldson	Early Childhood Education (P-4)	Physical Education/Coaching	227, 228, 293			2007-2008
				Elementary (K-6)					
			Dorothy Spencer	Early Childhood Education (P-4)	Special Education	230			2006-2007 2007-2008
6804000	Highland Public School District	2	Diane Counts	Reading (1-12)	Library Media Specialist	295, 296			2006-2007 2007-2008
				Elementary (1-6)					
				Business Technology (4-8)					
			Rachel Faulkner	Secondary Physical Education (7-12)	Gifted & Talented	305,306			2006-2007 2007-2008
				Middle School PE (5-8)					
				Coaching (7-12)					
				Middle School Science (5-8)					
				Life/Earth Science (7-12)					
				Chemistry (9-12)					
				Physics (9-12)					
				Principles of Technology (9-12)					
				Principles of Technology II (9-12)					
				Physical Science (7-12)					
	Helping Hands Learning Center	1	Stacy Greenlee	MidChLangArt/SS (4-8)	Special Education P-4	231			2007-2008
				MidChSci/Math (4-8)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
2603000	Hot Springs Public School District	3	Kimberly O'Neal	Early Childhood Education (P-4)	Special Education P-4	231			2007-2008
			Mary Vanderslice	Middle School Social Studies (5-8)	Special Education 4-12	230			2007-2008
				Elementary (1-6)					
			Michael Montgomery	Early Childhood Education (P-4)	Special Education	230, 231			2007-2008
3804000	Hoxie Public School District	1	Amanda Easley	Family & Consumer Science	Guidance & Counseling	299, 300			2007-2008
1608000	Jonesboro Public School District	1	Justin Yates	Physical Education (K-12)	Middle School Science (7-8)	168			2006-2007 2007-2008
				Coaching (7-12)					
3004000	Malvern Public School District	1	Sheryl Gardner	Drama/Speech (7-12)	Special Education (4-12)	230			2007-2008
				English as a Second Language (P-8)					
				English as a Second Language (7-12)					
6102000	Maynard Public School District	1	Chester Seawel	Middle School Social Studies (5-8)	Guidance & Counseling	299, 300			2005-2006 2006-2007 2007-2008
				Elementary (1-6)					
7403000	McCrory Public School District	1	Samantha Williams	Elementary (1-6)	Mathematics 7-12	200			2005-2006 2006-2007 2007-2008
				Business Technology (4-8)					
7006000	Norphlet Public School District	3	Roxanne Robinson	MidChLangArt/SS (4-8)	Algebra & Geometry 9-12	200			2007-2008
				English Language Arts (7-12)					
				MidChSci/Math (4-8)					
			Stefanie Steele	PE/Wellness/LEI (P-8)	Career Orientation	N/A			2007-2008
				PE/Wellness/LEI (7-12)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				Driver Education Endorsement (7-12)					
			Justin Welch	PE/Wellness/LEI (P-8)	Life/Earth Science	170			2007-2008
				PE/Wellness/LEI (7-12)					
				Coaching (7-12)					
	Ozark Guidance Center Springdale	1	Suzanne Copenhaver	Early Childhood Education (P-4)	Special Education (4-12)	230			2007-2008
				MidChLangArt/SS (4-8)					
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
6505000	Ozark Mountain Public School District	1	Sarah Gregory	PE/Wellness/LEI (P-8)	Physical/Earth Science	169			2007-2008
				PE/Wellness/LEI (7-12)	Life/Earth Science	170			
				Coaching (7-12)					
6205000	Palestine-Wheatley Public School District	1	Mary Luker	Middle School English (5-8)	Library Media Specialist (K-8	295			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (1-6)					
5303000	Perryville Public School District	2	Kelly Tolley	English Language Arts (7-12)	Guidance & Counseling	299, 300			2007-2008
			Andrea Erwin	English Language Arts (7-12)	Guidance & Counseling	299, 300			2007-2008
	Piney Ridge Residential Program	1	Fenner Steward	Social Studies (7-12)	Special Education	230			2005-2006 2006-2007 2007-2008
				Elementary (1-6)					

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
	The Rural Special Public School District	1	Angalee Rushing	Long-Term Substitute Teacher	Elementary Kindergarten	OO1			2007-2008
	South Side Bee Branch Public School District	1	James Ray	Bus Ed Vocational Endorsement (7-12)	Guidance & Counseling (K-12)	299, 300			2007-2008
				Business Technology (4-8)					
				Business Technology (7-12)					
				Sp Ed Instructional Specialist (4-12)					
5605000	Truman Public School District	1	Chrystal Hamilton	Early Childhood Education (P-4)	Library Media Specialist	295, 296			2007-2008
				Elementary (K-6)					
	Vista Health TDT-Bentonville	2	Elizabeth Knapp	English Language Arts (7-12)	Special Education	230			2006-2007 2007-2008
			Emily Lane	Early Childhood Education (P-4)	Special Education	231			2006-2007 2007-2008
	Vista Health-Fort Smith	1	Stacy Stephens	Early Childhood Education (P-4)	Special Education(4-12)	230			2005-2006 2006-2007 2007-2008
				Elementary (K-6)					
	Vista Health-Springdale	3	April Davis	Life/Earth Science (7-12)	Special Education	231			2007-2008
			Roy Anderson	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				Social Studies (7-12)					
				MidChSci/Math (4-8)					
			Jessica Stowers-Davis	Early Childhood Education (P-4)	Special Education	231			2007-2008
6401000	Waldron Public School District	3	Charlene Moudy	Early Childhood Education (P-4)	Special Education	230			2007-2008

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	ALCP CODE	LENGTH OF TIME TEACHING OUT OF AREA
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
			Mary Brown	Early Childhood Education (P-4)	Special Education	230			2007-2008
				Middle School Social Studies (5-8)					
				Elementary (K-6)					
			Kristy Richmond	MidChLangArt/SS (4-8)	Special Education	230			2007-2008
				MidChSci/Math (4-8)					
1803000	West Memphis Public School District	5	Annette Hearn	Business Technology (7-12)	Special Education	230			2007-2008
			Adam Neal	Social Studies (7-12)	Coaching	293			2007-2008
			Willie Bowens	Basic Math Endorsment (7-12)	Coaching	293			2007-2008
				Physical/ Earth Science (7-12)					
				Mathematics (7-12)					
				Applied Math (7-12)					
				Applied Math II (7-12)					
			Anthony Miller	Mathematics (7-12)	Coaching	293			2007-2008
			Michele Ikenberry	Early Childhood Education (P-4)	Life/Earth Science	170			2005-2006 2006-2007 2007-2008
				MidChLangArt/SS (4-8)					
				MidChSci/Math (4-8)					
				Earth Science (5-8)					
				Life Science (7-8)					
	Total # of School Districts	**Total # of Waivers**							
	38	61							

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4201000	Booneville Public School District	2	Brian Dodson	Social Studies (7-12)	Coaching	293		2007-2008
			Jay Loyd	Mathematics (7-12)	Coaching	293		2007-2008
				Guidance & Counseling (P-8)				
				Guidance & Counseling (7-12)				
				Applied Math I (7-12)				
				Applied Math II (7-12)				
3810000	Lawrence County Public School District	1	Sarah Gifford	MidChLangArt/SS (4-8)	Special Education	230		2007-2008
				MidChSci/Math (4-8)				
3004000	Malvern Public School District	3	Brandy McGhee	Early Childhood Education (P-4)	Special Education (K-2)	231		2006-2007
								2007-2008
			Tammy Sullivan	Secondary Physical Education (7-12)	Secondary Special Education Math	230		2006-2007
				Elementary Physical Education (K-6)				2007-2008
			Brigette Allen	Elementary (1-6)	Gifted & Talented	305 & 306		2005-2006 2006-2007
								2007-2008
6102000	Maynard Public School District	2	Ben West	Coaching (7-12)	Physical Education	235 & 236		2006-2007 2007-2008
				Middle School Social Studies (5-8)				
				Sp Ed Instructional Specialist (4-12)				
				SpEdEch Instructional Specialist (P-4)				
			Robert Harpole	District Administrator (P-12)	Physical Education	235 & 236		2006-2007 2007-2008
				Elementary Principal (K-9)				
				Elementary (1-6)				
				Arkansas History (5-8)				
				American History (5-8)				
				Geography (7-12)				

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	ALP CODE	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Coaching (7-12)				
				Assist Coaching (7-12)				
				Coach 6 Sport (7-12)				
2105000	McGehee Public School District	1	Caprice Fortenberry	Middle School Science (5-8)	Life/Earth Science	170		2007-2008
				Family & Consumer Science (7-12)				
5504000	Murfreesboro Public School District	1	Kimra Osburn	English Language Arts (7-12)	High School Counselor	300		2007-2008
		1	Kimberly Amaro	Family & Consumer Science (7-12)	Career Orientation	N/A		2007-2008
	Piney Ridge Residential Program	1	Esther Reiter	Art (P-8)	Special Education	230		2006-2007 2007-2008
				Art (7-12)				
	Youth Home, Inc	1	Melissa Allen	Early Childhood Education (P-4)	Special Education (4-12)	230		2007-2008
	Total # of School Districts	**Total # of Denied Waivers**						
	8	13						

ACT 1623/ Monthly Report
September 10, 2007
2007-2008 School Year

Number of School Districts Requesting Waivers this Month	Number of School Districts with Waivers Approved this Month	Number of School Districts with Waivers Denied This Month
46	38	8
Cumulative Total of School Districts Requesting Waivers YTD	**Cumulative Total of School Districts with Waivers Approved YTD**	**Cumulative Total of School Districts with Waivers Denied YTD**
55	83	25

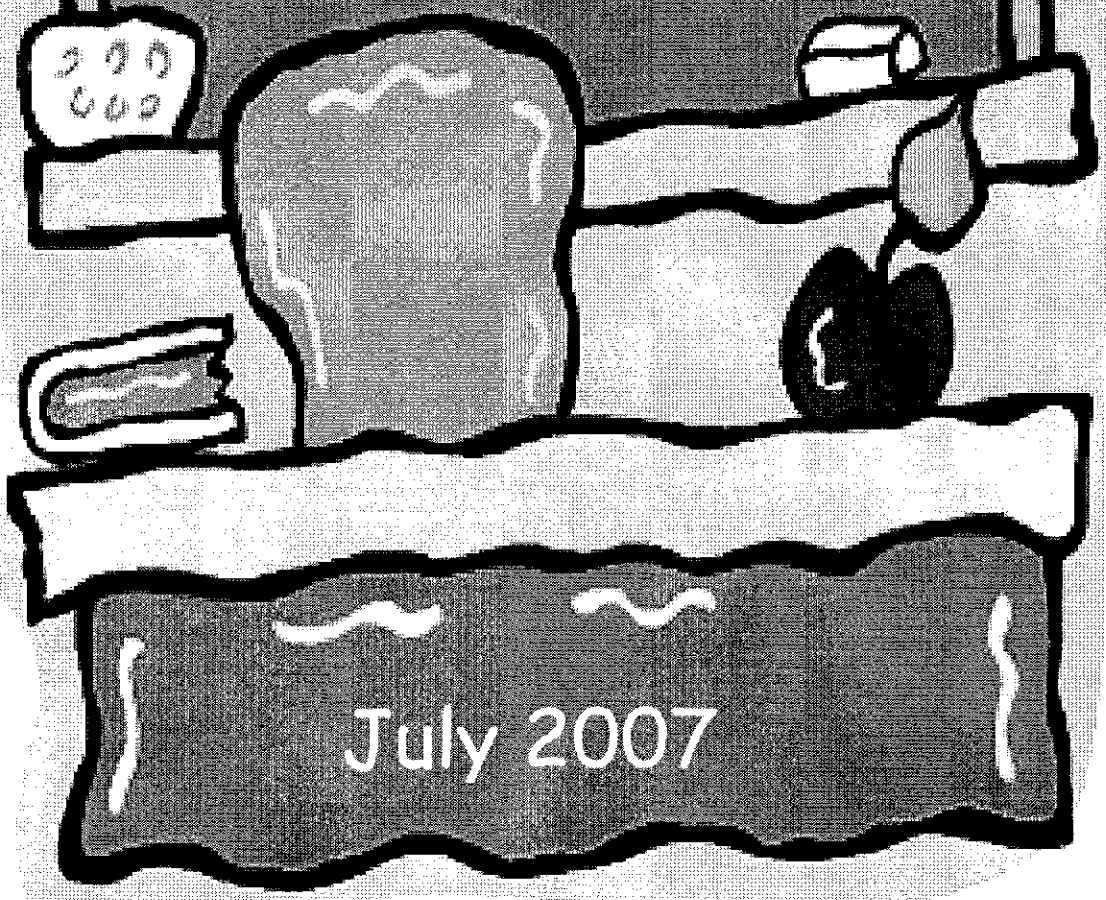
Number of *Waivers* Requested this Month	Number of *Waivers* Approved this Month	Number of *Waivers* Denied This Month
74	61	13
Cumulative Number of *Waivers* Requested YTD	**Cumulative Number of *Waivers* Approved YTD**	**Cumulative Number of *Waivers* Denied YTD**
108	83	25

The Following School Districts in Academic Distress Requested Waivers Under Act 1623

School District Requesting Waiver	Number of Waivers	Subject Areas and Level
No Schools are on Academic Distress for the 2007-08 School Year.	*N/A*	*N/A*

Arkansas Department of Education

Home School Report 2006-2007



July 2007

Introduction

In order to promote collaboration between home school parents, public schools, and the Arkansas Department of Education (ADE), a Home School Office has been established and staffed at the ADE.

Questions or requests for assistance should be directed to:

Home School Office
#4 Capitol Mall – Room 305B
Little Rock, AR 72201
(501) 682-1874

http://arkansased.org/

http://arkansased.org/schools/schools_home.html

Data Sources

Parents or legal guardians who choose to provide a home school for their children are required by law to submit current year Notice of Intent to Home School and Waiver forms to the superintendent of their local school district each year within the established deadlines. Meeting this annual requirement maintains legal home school status for the parents or legal guardians.

School districts are required to submit a copy of each form to the Arkansas Department of Education (ADE) for statistical and testing purposes. This report comprises data submitted by the 246 school districts in Arkansas. The accuracy, completeness and timeliness of the data are reliant upon the parents/guardians' compliance with legislation and the school districts' submissions of the information to the ADE.

Estimates of grade level completed are based on date of birth when incomplete information was submitted regarding grade level.

ARKANSAS CODE ANNOTATED
§ 6-15-501 through § 6-15-508
Current through the Regular Session
of the 85th General Assembly
(2005)
Home School Law

6-15-501. Definition.

As used in this subchapter unless the context otherwise requires, "home school" means a school primarily conducted by parents or legal guardians for their own children.

History. Acts 1985(1st Ex. Sess.), No. 40, 2; 1985(1st Ex. Sess.), No. 42, 2; A.S.A. 1947, 80-1503.5.

6-15-502. Rules, regulations, and procedures for monitoring and enforcing provisions.

(a) The provisions of § 6-18-201(a) shall be self-executing, and the State Board of Education shall have no authority to promulgate rules, regulations, or guidelines for the enforcement or administration thereof.

(b) The board is empowered to make such reasonable rules and regulations required for the proper administration of this subchapter which are not inconsistent with the intent of this subchapter.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 7; 1985 (1st Ex. Sess.), No. 42, § 7; A.S.A. 1947, § 80-1503.10; Acts 1995, No. 1296, § 15; 1997, No. 400, § 1.

6-15-503. Prerequisites to home schooling.

(a)(1) Parents or guardians desiring to provide a home school for their children must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school:

(A) At the beginning of each school year but no later than August 15; or

(B) By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or

(C) Subject to the provisions of subsection (d) of this section, fourteen (14) calendar days prior to withdrawing the children from the local school district and at the beginning of each school year thereafter. The superintendent or the local school board may waive the fourteen-day waiting period.

(2) Within thirty (30) calendar days of establishing residency within the district, parents or guardians moving into the school district during the school year must give written notice to the superintendent of their local school district of their intent to provide a home school for their children and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time that the parents choose to home school.

(3) The notice must include:

(A) The name, date of birth, grade level, and the name and address of the school last attended, if any, of each student involved;

(B) The location of the home school;

(C) The basic core curriculum to be offered;

(D) The proposed schedule of instruction; and

(E) The qualifications of the parent-teacher.

(4) Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

(b) This information may be used only for statistical purposes and test administration.

(c) Each local school district shall report the statistical data required by this section to the Department of Education each year.

(d)(1) No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive unexcused absences.

(2) Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:

(A) The superintendent or local school board chooses to allow the child to enroll in a home school;

(B) The disciplinary action against the student has been completed or the school semester has ended, whichever occurs first; or

(C) The student has been expelled.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 3; 1985 (1st Ex. Sess.), No. 42, § 3; A.S.A. 1947, § 80-1503.6; Acts 1987, No. 260, § 1; 1995, No. 522, § 1; 1997, No. 400, § 2; 1999, No. 1117, §§ 1, 2.

6-15-504. Home-schooled students - Achievement tests - Enrollment or reenrollment in local schools.

(a) Each student enrolled in a home school program who is considered to be at grade level or no more than two (2) years beyond the normal age for the appropriate grade for which the state mandates norm-referenced tests for public school students shall be tested using a nationally recognized norm-referenced achievement test selected by the State Board of Education.

(b)(1)(A) The administration of the tests required of home-schooled students shall be by the directors of the education service cooperatives established under § 6-13-1001 et seq. or as otherwise designated by the Department of Education.

(B) For the purposes of this section, the superintendents of the Little Rock School District, North Little Rock School District, and Pulaski County Special School District shall act in lieu of an education service cooperative director.

(2) The directors of the education service cooperatives shall establish a common set of procedures approved by the Director of the Department of Education for the proper administration of the tests required by this section.

(3) The administration shall include purchasing the test materials, giving the tests, scoring and interpreting the tests, and reporting test results.

(c) The cost of testing required by this section shall be the responsibility of the department when the tests are administered by the directors of the education service cooperatives or other department designees.

(d)(1) Alternate testing procedures may be approved by the director of an education service cooperative after consultation with the parents of a home-schooled student.

(2) However, any costs associated with an alternate testing procedure shall be the responsibility of the parents.

(e)(1)(A) Any student who refuses to participate in the testing program or the alternate testing program required by this section has not met the statutory prerequisites for home schooling and, as any other student, shall be subject to the applicable Arkansas laws regarding truancy.

(B) After a student corrects any refusal to participate in the testing program or the alternate testing program as determined by the department and required by this subsection, the student shall be restored to home school status after his or her parent or guardian has complied with all requirements of § 6-15-503.

(2) This subsection shall not be applicable to any parent who can present written acknowledgement that the child has been enrolled in a public, private, or parochial school within thirty (30) days of the administration of the state-mandated achievement test.

(f)(1) Each local school district may assess any home-schooled student who enrolls or reenrolls in the district in order to determine proper educational placement.

(2) Among other means of assessment, the local school district shall utilize the norm-referenced test approved by the board to assess the student and shall determine placement in the appropriate grade level as indicated by the test results.

(g) Any home-schooled student who enrolls or reenrolls in a local school district must attend classes for at least nine (9) months immediately before graduation before the student can become eligible to receive a high school diploma from the district.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 4; 1985 (1st Ex. Sess.), No. 42, § 4; A.S.A. 1947, § 80-1503.7; Acts 1995, No. 522, § 2; 1997, No. 400, § 3; 1999, No. 1117, § 3; 2003, No. 1793, § 1.

6-15-505. [Repealed.]

Repealed.

6-15-506. [Repealed.]

Repealed.

6-15-507. Ineligibility of home schools for local, state, or federal funds.

(a)(1) Home schools authorized by this subchapter are not entitled to local, state, or federal funds allocated to a public school district.

(2) For purposes of this section, eligible children with disabilities identified under the Individuals with Disabilities Education Act, 20 U.S.C. § 1400 et seq., in home school settings shall be given the same consideration afforded to students in private school settings for special education services as provided for in that act.

(b) School districts providing services to home school students shall be eligible for local, state, or federal funds allocated or approved for such services.

History. Acts 1985 (1st Ex. Sess.), No. 40, § 8; 1985 (1st Ex. Sess.), No. 42, § 8; A.S.A. 1947, § 80-1503.11; Acts 1997, No. 400, § 6; 2003, No. 1793, § 2.

6-15-508. Home schooling prohibited if a sex offender resides in the home.

(a) No child may be home schooled if any person residing in the home with the child is required to register under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

(b) Upon petition to the sentencing court from the child's parent or guardian, the sentencing court may enter a written order specifically waiving the restriction in subsection (a) of this section.

(c) This section shall not apply if the child to be home schooled is the person registered under the Sex and Child Offender Registration Act of 1997, § 12-12-901 et seq.

History. Acts 2001, No. 1787, § 1.

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING HOME SCHOOLS

~~September 13, 1999~~

June 2007

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Home Schools.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-15-501 through 507 (Supp. 1997), as amended by Act 1117 of 1999, ~~Act 824 of 2007~~.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

3.01 A "home school" is a school ~~conducted primarily by parents or legal guardians for their own children~~ provided by a parent or legal guardian for his or her own child.

3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.

3.03 "Alternate testing procedures" refers to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.

3.04 "A norm-referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.

3.05 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.

3.06 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.

4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.

4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.

4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:

4.04.1 the superintendent or local school board chooses to allow the child to enroll in a home school;

4.04.2 the disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or

4.04.3 the student has been expelled.

4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.

4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.

4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.

4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state-mandated tests.

4.09 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

5.01 Parents or Guardians who plan to home school must file written notice by completing and returning the printed current year Notice of Intent and Waiver forms to the public school superintendent's office of their local school district by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.

5.02 Parents or guardians moving into a school district during the school year must file the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.

5.03 The required Notice of Intent and Waiver forms must be the printed current year forms obtained from your local superintendent's office and must include the following information for reporting and test administration purposes only:

5.03.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student.

5.03.2 The location of the home school (mailing address).

5.03.3 A brief description of the basic core curriculum to be used and the subjects to be taught.

5.03.4 Schedule of instruction to be followed (hours per day; days per week; number of weeks).

5.03.5 The education qualifications of the parent/guardian/teacher(s).

5.03.6 Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

6.00 TESTING REQUIRED – ACHIEVEMENT TESTS

6.01 Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.

6.02 The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.

6.03 Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm-referenced achievement test.

6.04 Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.

6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.

6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.

7.00 TEST RESULTS

Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.

8.00 TRANSFER OF STUDENTS

8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm-referenced achievement test shall be one of the instruments utilized.

8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.

8.03 Any home school student who re-enters a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

9.00 STUDENTS WITH DISABILITIES

9.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.

9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

10.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent along with an application for an instructional permit or drivers license. The parent/guardian has the responsibility of providing the notarized copy.

Students Withdrawn from Home School
2006-2007

15,381	Students Enrolled in Home School
- 369	*Students Withdrawn for Reasons Unknown
15,012	Final Enrollment for 2006-2007

*The accuracy, completeness and timeliness of the number of students withdrawn are reliant upon the individual notification by home school parents/legal guardians and school districts that a student is no longer enrolled in home school.

Arkansas Home School Student Count by County

School Year 2006-2007 ***State Total: 15,012***

County	*Number of Students*	*County*	*Number of Students*
ARKANSAS	73	LITTLE RIVER	37
ASHLEY	53	LOGAN	108
BAXTER	280	LONOKE	385
BENTON	1,670	MADISON	201
BOONE	270	MARION	117
BRADLEY	41	MILLER	165
CALHOUN	3	MISSISSIPPI	103
CARROLL	184	MONROE	9
CHICOT	23	MONTGOMERY	48
CLARK	67	NEVADA	23
CLAY	66	NEWTON	56
CLEBURNE	185	OUACHITA	59
CLEVELAND	33	PERRY	103
COLUMBIA	59	PHILLIPS	73
CONWAY	79	PIKE	60
CRAIGHEAD	447	POINSETT	94
CRAWFORD	386	POLK	193
CRITTENDEN	121	POPE	284
CROSS	72	PRAIRIE	42
DALLAS	10	PULASKI	1,663
DESHA	50	RANDOLPH	74
DREW	65	SALINE	456
FAULKNER	838	SCOTT	48
FRANKLIN	144	SEARCY	149
FULTON	56	SEBASTIAN	556
GARLAND	514	SEVIER	61
GRANT	123	SHARP	193
GREENE	169	ST FRANCIS	142
HEMPSTEAD	64	STONE	126
HOT SPRING	147	UNION	123
HOWARD	33	VAN BUREN	143
INDEPENDENCE	165	WASHINGTON	1,108
IZARD	49	WHITE	652
JACKSON	34	WOODRUFF	46
JEFFERSON	245	YELL	118
JOHNSON	154		
LAFAYETTE	14		
LAWRENCE	90		
LEE	33		
LINCOLN	85		

Arkansas Home School Student Count by District

School Year 2006-2007 ***State Total: 15,012***

District	*Number of Students*	*District*	*Number of Students*
ALMA	93	CROSS COUNTY	19
ALPENA	25	CROSSETT	36
ARKADELPHIA	57	CUSHMAN	11
ARMOREL	4	CUTTER-MORNING STAR	33
ASHDOWN	17	DANVILLE	11
ATKINS	21	DARDANELLE	65
AUGUSTA	19	DECATUR	20
BALD KNOB	50	DEER/MT. JUDEA	8
BARTON-LEXA	22	DELIGHT	5
BATESVILLE	64	DEQUEEN	45
BAUXITE	29	DeQueen	3
BAY	8	DERMOTT	6
BEARDEN	2	DES ARC	17
BEEBE	122	DEWITT	39
BENTON	101	DIERKS	12
BENTONVILLE	539	DOLLARWAY	18
BERGMAN	25	DOVER	53
BERRYVILLE	93	DREW CENTRAL	25
BISMARCK	49	DUMAS	22
BLEVINS	25	EAST END	44
BLYTHEVILLE	27	EAST POINSETT CO.	22
BOONEVILLE	55	EL DORADO	82
BRADFORD	19	ELKINS	43
BROOKLAND	78	EMERSON-TAYLOR	1
BRYANT	290	ENGLAND	45
BUFFALO IS. CENTRAL	17	EUREKA SPRINGS	36
CABOT	273	FARMINGTON	80
CADDO HILLS	19	FAYETTEVILLE	277
CALICO ROCK	16	FLIPPIN	42
CAMDEN FAIRVIEW	47	FORDYCE	10
CARLISLE	17	FOREMAN	20
CAVE CITY	73	FORREST CITY	99
CEDAR RIDGE	24	FORT SMITH	377
CEDARVILLE	46	FOUKE	28
CENTERPOINT	35	FOUNTAIN LAKE	56
CHARLESTON	24	GENOA CENTRAL	25
CLARENDON	9	GENTRY	70
CLARKSVILLE	63	GLEN ROSE	32
CLEVELAND COUNTY	30	GOSNELL	9
CLINTON	83	GRAVETTE	167
CONCORD	39	GREEN FOREST	55
CONWAY	468	GREENBRIER	142
CORNING	35	GREENE CO. TECH	88
COTTER	44	GREENLAND	50
COUNTY LINE	38	GREENWOOD	113

District	Number of Students	District	Number of Students
GURDON	10	MARION	63
GUY-PERKINS	32	MARKED TREE	11
HAMBURG	17	MARMADUKE	12
HAMPTON	3	MARVELL	11
HARMONY GROVE	10	MAYFLOWER	22
HARMONY GROVE	36	MAYNARD	27
HARRISBURG	20	MCCRORY	27
HARRISON	150	MCGEHEE	28
HARTFORD	8	MELBOURNE	10
HAZEN	25	MENA	124
HEBER SPRINGS	88	MIDLAND	22
HECTOR	16	MINERAL SPRINGS	5
HELENA/ W.HELENA	40	MONTICELLO	40
HERMITAGE	11	MOUNT IDA	29
HIGHLAND	98	MOUNTAIN HOME	220
HILLCREST	26	MOUNTAIN PINE	12
HOPE	33	MOUNTAIN VIEW	126
HORATIO	13	MOUNTAINBURG	33
HOT SPRINGS	143	MT. VERNON/ENOLA	28
HOXIE	24	MULBERRY	24
HUGHES	26	MURFREESBORO	9
HUNTSVILLE	201	N. LITTLE ROCK	140
IZARD CO. CONS.	23	NASHVILLE	16
JACKSON CO.	15	NEMO VISTA	11
JASPER	48	NETTLETON	80
JESSIEVILLE	24	NEVADA	15
JONESBORO	143	NEWPORT	19
JUNCTION CITY	7	NORFORK	16
KIRBY	11	NORPHLET	10
LAFAYETTE COUNTY	14	OMAHA	11
LAKE HAMILTON	178	OSCEOLA	6
LAKESIDE	68	OUACHITA	10
LAKESIDE	17	OUACHITA RIVER	36
LAMAR	54	OZARK	82
LAVACA	29	OZARK MOUNTAIN	60
LAWRENCE COUNTY	24	PALESTINE-WHEATLEY	17
LEAD HILL	10	PANGBURN	53
LEE COUNTY	33	PARAGOULD	69
LINCOLN	64	PARIS	23
LITTLE ROCK	548	PARKERS CHAPEL	7
LONOKE	50	PEA RIDGE	68
MAGAZINE	25	PERRYVILLE	59
MAGNET COVE	8	PIGGOTT	29
MAGNOLIA	58	PINE BLUFF	53
MALVERN	48	POCAHONTAS	47
MAMMOTH SPRING	3	POTTSVILLE	40
MANILA	32	POYEN	3
MANSFIELD	29	PRAIRIE GROVE	86

District	Number of Students	District	Number of Students
PRESCOTT	8	WHITE CO. CENTRAL	41
PULASKI CO. SPEC.	975	WHITE HALL	122
QUITMAN	39	WICKES	18
RECTOR	2	WONDERVIEW	18
RIVERSIDE	14	WOODLAWN	3
RIVERVIEW	92	WYNNE	53
ROGERS	585	YELLVILLE-SUMMIT	75
ROSE BUD	30		
RUSSELLVILLE	154		
SALEM	30		
SCRANTON	5		
SEARCY	245		
SEARCY COUNTY	89		
SHERIDAN	120		
SHIRLEY	24		
SILOAM SPRINGS	221		
SLOAN-HENDRIX	16		
SMACKOVER	5		
SO. CONWAY CO.	50		
SO. MISS. COUNTY	25		
SOUTH SIDE	36		
SOUTHSIDE	44		
SPRING HILL	6		
SPRINGDALE	445		
STAR CITY	85		
STRONG-HUTTIG	12		
STUTTGART	34		
TEXARKANA	112		
TRUMANN	38		
TURRELL	3		
TWIN RIVERS	22		
TWO RIVERS	32		
VALLEY SPRINGS	49		
VALLEY VIEW	31		
VAN BUREN	190		
VAN COVE	15		
VILONIA	146		
VIOLA	23		
WALDRON	48		
WARREN	30		
WATSON CHAPEL	52		
WEINER	3		
WEST FORK	63		
WEST MEMPHIS	55		
WEST SIDE	19		
WESTERN YELL CO.	10		
WESTSIDE	37		
WESTSIDE CONS.	76		

Arkansas Home School Student Count by Grade Level
School Year 2006-2007

Kindergarten:	977
First Grade:	1,023
Second Grade:	1,053
Third Grade:	1,056
Fourth Grade:	1,011
Fifth Grade:	989
Sixth Grade:	1,054
Seventh Grade:	1,098
Eighth Grade:	1,169
Ninth Grade:	1,494
Tenth Grade:	1,701
Eleventh Grade:	1,527
Twelfth Grade:	860
Statewide Total:	15,012

Home School Enrollments by Grade and Gender

School Year 2006-2007

	Males	*Females*
Kindergarten	521	456
First	526	497
Second	544	509
Third	551	505
Fourth	504	507
Fifth	505	484
Sixth	548	506
Seventh	558	540
Eighth	622	547
Ninth	747	747
Tenth	865	836
Eleventh	719	808
Twelfth	425	435
Totals by Gender	7,635	7,377
Grand Total	**15,012**	

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County LEA	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
ARKANSAS															
0101	DEWITT	1	2	3	4	2	4	0	2	1	6	3	6	5	39
0104	STUTTGART	3	0	2	3	1	1	4	1	5	5	2	5	2	34
	ARKANSAS TOTALS	4	2	5	7	3	5	4	3	6	11	5	11	7	73
ASHLEY															
0201	CROSSETT	3	3	4	0	3	3	2	3	0	3	6	1	5	36
0203	HAMBURG	1	2	0	1	0	1	4	0	1	1	3	1	2	17
	ASHLEY TOTALS	4	5	4	1	3	4	6	3	1	4	9	2	7	53
BAXTER															
0302	COTTER	1	0	1	1	3	4	1	9	2	7	4	6	5	44
0303	MOUNTAIN HOME	17	15	16	14	22	17	15	14	18	17	23	25	7	220
0304	NORFORK	2	1	1	1	0	1	3	0	1	1	0	3	2	16
	BAXTER TOTALS	20	16	18	16	25	22	19	23	21	25	27	34	14	280
BENTON															
0401	BENTONVILLE	43	33	36	56	27	41	43	35	35	50	50	65	25	539
0402	DECATUR	2	2	2	3	1	1	0	0	0	2	5	0	2	20
0403	GENTRY	3	10	5	5	3	8	5	2	8	5	4	9	3	70
0404	GRAVETTE	17	14	15	11	11	15	9	13	10	16	18	11	7	167
0405	ROGERS	38	35	36	43	36	40	31	38	54	62	65	66	41	585
0406	SILOAM SPRINGS	24	20	24	20	17	16	13	21	9	15	19	14	9	221
0407	PEA RIDGE	6	5	1	8	5	5	4	3	10	8	7	5	1	68
	BENTON TOTALS	133	119	119	146	100	126	105	112	126	158	168	170	88	1670
BOONE															
0501	ALPENA	2	0	1	1	1	1	3	1	2	4	8	1	0	25
0502	BERGMAN	2	1	4	0	0	1	2	0	0	2	4	4	5	25
0503	HARRISON	8	19	10	15	6	6	16	9	20	11	16	7	7	150
0504	OMAHA	1	0	1	1	0	2	1	0	2	2	1	0	0	11
0505	VALLEY SPRINGS	5	4	3	4	3	5	7	1	4	5	2	4	2	49
0506	LEAD HILL	0	0	0	1	1	1	1	3	0	1	1	1	0	10
	BOONE TOTALS	18	24	19	22	11	16	30	14	28	25	32	17	14	270

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County LEA	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
BRADLEY															
0601	HERMITAGE	1	3	0	0	1	2	1	0	1	2	0	0	0	11
0602	WARREN	2	0	2	2	3	1	3	0	6	4	3	4	0	30
	BRADLEY TOTALS	3	3	2	2	4	3	4	0	7	6	3	4	0	41
CALHOUN															
0701	HAMPTON	1	0	1	0	1	0	0	0	0	0	0	0	0	3
	CALHOUN TOTALS	1	0	1	0	1	0	0	0	0	0	0	0	0	3
CARROLL															
0801	BERRYVILLE	5	9	6	6	6	5	14	8	6	12	7	7	2	93
0802	EUREKA SPRINGS	4	4	2	2	3	3	3	2	2	2	5	2	2	36
0803	GREEN FOREST	7	2	5	4	4	4	6	6	1	3	8	3	2	55
	CARROLL TOTALS	16	15	13	12	13	12	23	16	9	17	20	12	6	184
CHICOT															
0901	DERMOTT	0	0	0	0	1	2	1	0	1	1	0	0	0	6
0903	LAKESIDE	0	1	1	1	1	1	0	3	0	2	3	3	1	17
	CHICOT TOTALS	0	1	1	1	2	3	1	3	1	3	3	3	1	23
CLARK															
1002	ARKADELPHIA	4	6	6	3	5	2	5	4	4	5	5	6	2	57
1003	GURDON	2	0	2	0	0	1	0	1	2	0	2	0	0	10
	CLARK TOTALS	6	6	8	3	5	3	5	5	6	5	7	6	2	67
CLAY															
1101	CORNING	4	5	1	2	3	0	0	1	1	3	7	4	4	35
1104	PIGGOTT	2	0	4	1	1	1	1	3	1	4	2	8	1	29
1106	RECTOR	0	1	0	0	0	0	0	0	0	0	0	1	0	2
	CLAY TOTALS	6	6	5	3	4	1	1	4	2	7	9	13	5	66

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County LEA	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
CLEBURNE															
1201	CONCORD	3	1	1	2	2	3	4	5	2	3	6	5	2	39
1202	HEBER SPRINGS	7	8	8	6	7	4	6	10	8	7	10	4	3	88
1203	QUITMAN	1	5	5	2	4	6	1	3	1	4	3	1	3	39
1204	WEST SIDE	0	1	0	0	1	4	2	1	3	1	1	1	4	19
	CLEBURNE TOTALS	11	15	14	10	14	17	13	19	14	15	20	11	12	185
CLEVELAND															
1304	WOODLAWN	0	0	0	1	0	1	0	0	0	0	1	0	0	3
1305	CLEVELAND COUNTY	1	4	2	5	1	1	2	2	4	1	4	2	1	30
	CLEVELAND TOTALS	1	4	2	6	1	2	2	2	4	1	5	2	1	33
COLUMBIA															
1402	MAGNOLIA	2	3	8	3	6	5	3	2	4	3	5	8	6	58
1408	EMERSON-TAYLOR	0	0	1	0	0	0	0	0	0	0	0	0	0	1
	COLUMBIA TOTALS	2	3	9	3	6	5	3	2	4	3	5	8	6	59
CONWAY															
1503	NEMO VISTA	0	1	0	0	0	0	2	0	0	1	3	2	2	11
1505	WONDERVIEW	0	0	1	1	0	0	3	2	3	2	2	2	2	18
1507	SO. CONWAY CO.	0	4	3	2	2	2	2	6	6	9	4	9	1	50
	CONWAY TOTALS	0	5	4	3	2	2	7	8	9	12	9	13	5	79
CRAIGHEAD															
1601	BAY	2	2	1	0	0	0	0	0	0	2	1	0	0	8
1602	WESTSIDE CONS.	4	3	11	5	5	4	3	2	5	11	11	8	4	76
1603	BROOKLAND	3	6	2	9	3	10	5	9	3	4	12	8	4	78
1605	BUFFALO IS. CENTRAL	0	0	1	1	1	1	0	1	3	2	4	1	2	17
1608	JONESBORO	5	9	7	22	13	16	4	14	8	12	14	16	3	143
1611	NETTLETON	4	9	1	3	6	6	5	4	8	6	9	10	9	80
1612	VALLEY VIEW	1	4	2	6	1	2	4	2	1	3	2	1	2	31
1613	RIVERSIDE	1	1	1	1	0	0	1	1	1	1	4	1	1	14
	CRAIGHEAD TOTALS	20	34	26	47	29	39	22	33	29	41	57	45	25	447

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County	*LEA*	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
CRAWFORD																
	1701	ALMA	1	6	4	2	1	6	5	12	8	12	18	10	8	93
	1702	CEDARVILLE	1	4	3	2	4	2	3	8	3	2	1	11	2	46
	1703	MOUNTAINBURG	2	1	1	3	1	4	1	2	1	5	5	3	4	33
	1704	MULBERRY	2	1	1	2	0	2	1	1	2	3	3	6	0	24
	1705	VAN BUREN	13	9	11	12	9	13	5	14	10	23	26	29	16	190
		CRAWFORD TOTALS	19	21	20	21	15	27	15	37	24	45	53	59	30	386
CRITTENDEN																
	1803	WEST MEMPHIS	5	3	4	5	5	1	7	4	4	5	4	5	3	55
	1804	MARION	4	7	2	4	1	1	3	6	6	4	6	14	5	63
	1805	TURRELL	0	0	0	0	0	0	0	1	0	2	0	0	0	3
		CRITTENDEN TOTALS	9	10	6	9	6	2	10	11	10	11	10	19	8	121
CROSS																
	1901	CROSS COUNTY	3	0	2	1	1	1	0	4	1	2	3	0	1	19
	1905	WYNNE	5	4	4	5	3	3	3	1	3	10	5	5	2	53
		CROSS TOTALS	8	4	6	6	4	4	3	5	4	12	8	5	3	72
DALLAS																
	2002	FORDYCE	1	1	1	1	1	1	2	0	0	1	0	0	1	10
		DALLAS TOTALS	1	1	1	1	1	1	2	0	0	1	0	0	1	10
DESHA																
	2104	DUMAS	1	2	3	1	3	1	1	1	3	2	1	3	0	22
	2105	MCGEHEE	1	0	2	2	3	1	1	3	3	6	2	4	0	28
		DESHA TOTALS	2	2	5	3	6	2	2	4	6	8	3	7	0	50
DREW																
	2202	DREW CENTRAL	2	0	3	0	3	1	3	1	4	1	4	2	1	25
	2203	MONTICELLO	0	6	4	11	1	7	1	2	1	2	2	1	2	40
		DREW TOTALS	2	6	7	11	4	8	4	3	5	3	6	3	3	65

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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FAULKNER																
	2301	CONWAY	40	26	49	36	33	34	24	29	24	35	46	55	37	468
	2303	GREENBRIER	10	5	12	10	9	11	13	9	9	11	14	15	14	142
	2304	GUY-PERKINS	4	4	0	5	0	0	0	4	1	3	4	2	5	32
	2305	MAYFLOWER	0	0	1	0	1	1	0	2	0	4	5	3	5	22
	2306	MT. VERNON/ENOLA	1	2	1	0	3	1	5	2	3	4	1	2	3	28
	2307	VILONIA	7	10	11	9	11	9	10	10	11	9	14	25	10	146
		FAULKNER TOTALS	62	47	74	60	57	56	52	56	48	66	84	102	74	838
FRANKLIN																
	2402	CHARLESTON	1	4	1	3	2	3	3	0	2	2	1	2	0	24
	2403	COUNTY LINE	3	2	1	2	2	3	2	4	3	5	7	4	0	38
	2404	OZARK	4	2	4	8	7	8	3	2	9	14	3	11	7	82
		FRANKLIN TOTALS	8	8	6	13	11	14	8	6	14	21	11	17	7	144
FULTON																
	2501	MAMMOTH SPRING	0	0	0	0	0	0	0	0	1	1	1	0	0	3
	2502	SALEM	3	0	5	3	1	1	3	1	4	2	3	1	3	30
	2503	VIOLA	1	2	1	1	1	2	1	2	1	2	3	3	3	23
		FULTON TOTALS	4	2	6	4	2	3	4	3	6	5	7	4	6	56
GARLAND																
	2601	CUTTER-MORNING STAR	2	2	2	2	4	0	3	2	2	2	5	4	3	33
	2602	FOUNTAIN LAKE	3	1	2	7	1	4	4	4	10	8	6	4	2	56
	2603	HOT SPRINGS	4	9	8	12	8	9	13	6	16	26	18	11	3	143
	2604	JESSIEVILLE	0	1	2	0	1	1	0	2	1	5	6	3	2	24
	2605	LAKE HAMILTON	15	13	7	12	17	4	17	10	22	21	22	13	5	178
	2606	LAKESIDE	7	4	5	6	5	4	8	1	7	3	8	7	3	68
	2607	MOUNTAIN PINE	0	1	1	0	1	1	0	0	1	0	4	1	2	12
		GARLAND TOTALS	31	31	27	39	37	23	45	25	59	65	69	43	20	514
GRANT																
	2703	POYEN	0	0	0	0	0	0	0	2	0	0	0	1	0	3
	2705	SHERIDAN	8	6	8	5	10	4	6	8	16	13	12	11	13	120
		GRANT TOTALS	8	6	8	5	10	4	6	10	16	13	12	12	13	123

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County	*LEA*	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
GREENE																
	2803	MARMADUKE	0	0	0	0	0	0	0	1	3	2	3	1	2	12
	2807	GREENE CO. TECH	3	0	3	2	7	4	4	5	7	10	21	16	6	88
	2808	PARAGOULD	4	2	1	1	2	3	3	3	5	12	17	10	6	69
		GREENE TOTALS	7	2	4	3	9	7	7	9	15	24	41	27	14	169
HEMPSTEAD																
	2901	BLEVINS	2	5	1	1	0	1	3	1	3	3	2	3	0	25
	2903	HOPE	2	1	3	1	2	1	2	4	4	4	3	4	2	33
	2906	SPRING HILL	0	0	0	2	0	1	0	0	0	0	3	0	0	6
		HEMPSTEAD TOTALS	4	6	4	4	2	3	5	5	7	7	8	7	2	64
HOT SPRING																
	3001	BISMARCK	3	4	4	2	6	2	6	2	2	6	6	3	3	49
	3002	GLEN ROSE	0	3	2	3	2	5	4	1	3	2	3	2	2	32
	3003	MAGNET COVE	0	0	0	3	0	3	0	0	0	1	0	1	0	8
	3004	MALVERN	7	2	3	3	1	1	5	4	4	6	4	4	4	48
	3005	OUACHITA	1	0	0	1	0	0	1	2	1	0	3	0	1	10
		HOT SPRING TOTALS	11	9	9	12	9	11	16	9	10	15	16	10	10	147
HOWARD																
	3102	DIERKS	0	1	0	1	0	0	0	3	1	1	2	3	0	12
	3104	MINERAL SPRINGS	0	0	1	2	0	0	2	0	0	0	0	0	0	5
	3105	NASHVILLE	1	1	1	2	1	0	0	2	1	1	4	2	0	16
		HOWARD TOTALS	1	2	2	5	1	0	2	5	2	2	6	5	0	33
INDEPENDENCE																
	3201	BATESVILLE	5	7	7	6	0	3	7	4	3	7	6	7	2	64
	3203	CUSHMAN	1	1	0	0	0	0	0	2	1	2	2	0	2	11
	3209	SOUTHSIDE	1	0	1	2	2	2	1	2	1	6	9	13	4	44
	3211	MIDLAND	0	2	2	1	0	1	2	3	1	0	5	2	3	22
	3212	CEDAR RIDGE	2	1	2	0	3	1	0	0	2	5	1	5	2	24
		INDEPENDENCE TOTALS	9	11	12	9	5	7	10	11	8	20	23	27	13	165

Home School Student Count for 2006-2007 School Year

By County, District and Grade

County	*LEA*	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
IZARD																
	3301	CALICO ROCK	2	1	0	0	0	2	1	0	0	1	2	5	2	16
	3302	MELBOURNE	0	0	0	1	0	0	1	0	2	3	1	1	1	10
	3306	IZARD CO. CONS.	1	1	1	0	2	2	0	3	2	2	6	2	1	23
		IZARD TOTALS	3	2	1	1	2	4	2	3	4	6	9	8	4	49
JACKSON																
	3403	NEWPORT	1	0	2	0	1	0	2	2	2	3	3	2	1	19
	3405	JACKSON CO.	0	0	0	2	0	0	2	1	2	3	1	3	1	15
		JACKSON TOTALS	1	0	2	2	1	0	4	3	4	6	4	5	2	34
JEFFERSON																
	3502	DOLLARWAY	2	0	2	1	0	2	3	0	3	2	3	0	0	18
	3505	PINE BLUFF	3	4	7	2	4	2	3	5	7	3	3	5	5	53
	3509	WATSON CHAPEL	2	0	4	3	2	1	3	1	13	7	5	6	5	52
	3510	WHITE HALL	12	12	7	12	16	8	10	10	8	11	10	4	2	122
		JEFFERSON TOTALS	19	16	20	18	22	13	19	16	31	23	21	15	12	245
JOHNSON																
	3601	CLARKSVILLE	2	3	4	3	2	2	3	5	10	10	5	8	6	63
	3604	LAMAR	2	2	2	3	3	2	4	6	2	6	9	10	3	54
	3606	WESTSIDE	3	1	1	2	2	0	2	4	1	8	4	7	2	37
		JOHNSON TOTALS	7	6	7	8	7	4	9	15	13	24	18	25	11	154
LAFAYETTE																
	3704	LAFAYETTE COUNTY	0	0	0	0	1	1	0	0	0	4	2	5	1	14
		LAFAYETTE TOTALS	0	0	0	0	1	1	0	0	0	4	2	5	1	14
LAWRENCE																
	3804	HOXIE	1	1	1	2	2	2	1	4	1	3	2	3	1	24
	3806	SLOAN-HENDRIX	2	0	1	1	2	3	0	1	0	1	2	2	1	16
	3809	HILLCREST	2	2	2	3	3	2	1	2	2	2	1	3	1	26
	3810	LAWRENCE COUNTY	2	2	2	2	2	2	1	2	2	2	0	3	2	24
		LAWRENCE TOTALS	7	5	6	8	9	9	3	9	5	8	5	11	5	90

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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LEE																
	3904	LEE COUNTY	0	3	1	1	1	3	1	2	6	7	3	2	3	33
		LEE TOTALS	0	3	1	1	1	3	1	2	6	7	3	2	3	33
LINCOLN																
	4003	STAR CITY	6	12	2	11	7	9	4	12	7	8	4	2	1	85
		LINCOLN TOTALS	6	12	2	11	7	9	4	12	7	8	4	2	1	85
LITTLE RIVER																
	4101	ASHDOWN	0	1	1	2	1	0	3	1	1	0	5	2	0	17
	4102	FOREMAN	2	1	1	1	2	2	0	3	0	1	4	0	3	20
		LITTLE RIVER TOTALS	2	2	2	3	3	2	3	4	1	1	9	2	3	37
LOGAN																
	4201	BOONEVILLE	5	4	7	9	9	1	4	3	2	3	4	2	2	55
	4202	MAGAZINE	2	1	3	1	0	0	2	1	2	0	3	8	2	25
	4203	PARIS	2	1	3	1	2	3	0	2	1	3	2	1	2	23
	4204	SCRANTON	0	0	0	0	1	1	0	1	0	0	1	0	1	5
		LOGAN TOTALS	9	6	13	11	12	5	6	7	5	6	10	11	7	108
LONOKE																
	4301	LONOKE	4	1	3	2	2	5	5	3	4	7	7	4	3	50
	4302	ENGLAND	0	2	1	2	4	5	3	3	6	1	8	7	3	45
	4303	CARLISLE	1	1	1	0	2	1	3	3	0	0	4	1	0	17
	4304	CABOT	19	19	18	16	23	18	16	20	19	40	28	21	16	273
		LONOKE TOTALS	24	23	23	20	31	29	27	29	29	48	47	33	22	385
MADISON																
	4401	HUNTSVILLE	10	13	18	19	8	17	10	16	13	24	22	24	7	201
		MADISON TOTALS	10	13	18	19	8	17	10	16	13	24	22	24	7	201
MARION																
	4501	FLIPPIN	4	6	1	3	0	1	6	5	3	8	2	2	1	42
	4502	YELLVILLE-SUMMIT	2	4	4	5	10	6	6	3	8	8	11	5	3	75
		MARION TOTALS	6	10	5	8	10	7	12	8	11	16	13	7	4	117

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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MILLER																
	4602	GENOA CENTRAL	2	1	4	2	1	1	3	3	0	1	4	2	1	25
	4603	FOUKE	2	1	3	2	1	1	3	1	3	2	6	2	1	28
	4605	TEXARKANA	2	6	6	6	7	12	6	15	9	20	12	10	1	112
		MILLER TOTALS	6	8	13	10	9	14	12	19	12	23	22	14	3	165
MISSISSIPPI																
	4701	ARMOREL	1	0	1	0	0	1	0	1	0	0	0	0	0	4
	4702	BLYTHEVILLE	2	2	0	1	2	1	1	1	2	3	3	5	4	27
	4706	SO. MISS. COUNTY	3	2	2	2	5	1	2	2	2	2	1	1	0	25
	4708	GOSNELL	2	1	0	0	0	1	0	0	2	2	1	0	0	9
	4712	MANILA	1	1	0	2	3	0	2	5	3	4	7	2	2.	32
	4713	OSCEOLA	0	0	0	0	1	0	1	0	1	1	2	0	0	6
		MISSISSIPPI TOTALS	9	6	3	5	11	4	6	9	10	12	14	8	6	103
MONROE																
	4802	CLARENDON	0	1	1	1	0	0	0	2	1	1	1	1	0	9
		MONROE TOTALS	0	1	1	1	0	0	0	2	1	1	1	1	0	9
MONTGOMERY																
	4901	CADDO HILLS	0	0	0	0	1	0	1	0	3	3	5	5	1	19
	4902	MOUNT IDA	1	3	0	2	1	2	0	3	4	3	3	6	1	29
		MONTGOMERY TOTALS	1	3	0	2	2	2	1	3	7	6	8	11	2	48
NEVADA																
	5006	PRESCOTT	0	0	1	0	0	0	2	0	1	0	1	3	0	8
	5008	NEVADA	4	2	2	1	1	1	1	0	1	2	0	0	0	15
		NEVADA TOTALS	4	2	3	1	1	1	3	0	2	2	1	3	0	23
NEWTON																
	5102	JASPER	6	2	1	2	2	7	3	4	3	8	7	0	3	48
	5106	DEER/MT. JUDEA	1	0	0	1	1	1	1	1	0	1	0	1	0	8
		NEWTON TOTALS	7	2	1	3	3	8	4	5	3	9	7	1	3	56

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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OUACHITA																
	5201	BEARDEN	0	0	0	0	0	0	0	0	0	0	1	0	1	2
	5204	CAMDEN FAIRVIEW	3	5	3	4	5	2	4	6	4	1	6	3	1	47
	5205	HARMONY GROVE	0	1	0	1	0	1	1	1	0	2	2	1	0	10
		OUACHITA TOTALS	3	6	3	5	5	3	5	7	4	3	9	4	2	59
PERRY																
	5301	EAST END	5	2	7	2	3	3	2	4	3	2	1	7	3	44
	5303	PERRYVILLE	1	2	2	2	2	4	5	2	9	8	8	10	4	59
		PERRY TOTALS	6	4	9	4	5	7	7	6	12	10	9	17	7	103
PHILLIPS																
	5401	BARTON-LEXA	0	2	2	0	2	0	1	3	2	3	1	4	2	22
	5403	HELENA/ W.HELENA	1	1	2	1	7	2	1	4	6	4	7	4	0	40
	5404	MARVELL	0	1	0	1	0	0	1	0	1	3	3	1	0	11
		PHILLIPS TOTALS	1	4	4	2	9	2	3	7	9	10	11	9	2	73
PIKE																
	5501	DELIGHT	0	1	0	0	0	0	0	0	0	0	1	2	1	5
	5502	CENTERPOINT	0	1	1	1	1	4	3	1	5	5	4	7	2	35
	5503	KIRBY	0	1	0	2	0	1	0	3	1	0	0	2	1	11
	5504	MURFREESBORO	1	1	0	2	1	2	1	1	0	0	0	0	0	9
		PIKE TOTALS	1	4	1	5	2	7	4	5	6	5	5	11	4	60
POINSETT																
	5602	HARRISBURG	0	1	2	3	1	1	1	1	2	0	5	1	2	20
	5604	MARKED TREE	0	0	0	1	0	1	0	0	2	2	1	2	2	11
	5605	TRUMANN	2	1	3	4	3	3	3	0	3	3	5	7	1	38
	5607	WEINER	0	0	0	0	0	0	1	0	0	0	1	1	0	3
	5608	EAST POINSETT CO.	2	1	0	1	1	0	2	2	2	1	4	4	2	22
		POINSETT TOTALS	4	3	5	9	5	5	7	3	9	6	16	15	7	94

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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POLK																
	5703	MENA	6	10	11	8	8	8	12	4	7	12	19	14	5	124
	5704	VAN COVE	3	1	1	2	1	0	0	1	1	2	1	1	1	15
	5705	WICKES	1	0	1	1	1	2	2	0	3	3	2	2	0	18
	5706	OUACHITA RIVER	1	3	1	2	1	2	4	2	2	6	6	3	3	36
		POLK TOTALS	11	14	14	13	11	12	18	7	13	23	28	20	9	193
POPE																
	5801	ATKINS	0	1	2	1	3	1	0	4	1	3	4	1	0	21
	5802	DOVER	6	7	2	1	1	0	4	5	6	8	4	4	5	53
	5803	HECTOR	0	1	1	3	0	0	2	3	2	0	1	2	1	16
	5804	POTTSVILLE	3	2	5	2	2	4	5	3	4	3	5	2	0	40
	5805	RUSSELLVILLE	14	10	13	8	8	11	10	14	16	11	19	12	8	154
		POPE TOTALS	23	21	23	15	14	16	21	29	29	25	33	21	14	284
PRAIRIE																
	5901	DES ARC	1	1	2	1	3	0	1	1	0	3	2	2	0	17
	5903	HAZEN	3	1	2	1	2	0	4	2	0	3	2	2	3	25
		PRAIRIE TOTALS	4	2	4	2	5	0	5	3	0	6	4	4	3	42
PULASKI																
	6001	LITTLE ROCK	36	51	50	47	46	38	47	39	46	26	47	48	27	548
	6002	N. LITTLE ROCK	5	20	10	11	10	13	9	13	13	7	14	9	6	140
	6003	PULASKI CO. SPEC.	68	78	84	73	79	71	77	80	78	91	83	67	46	975
		PULASKI TOTALS	109	149	144	131	135	122	133	132	137	124	144	124	79	1663
RANDOLPH																
	6102	MAYNARD	1	1	0	1	3	2	1	2	3	2	2	4	5	27
	6103	POCAHONTAS	1	3	3	1	3	2	0	2	6	9	7	6	4	47
		RANDOLPH TOTALS	2	4	3	2	6	4	1	4	9	11	9	10	9	74

Home School Student Count for 2006-2007 School Year

By County, District and Grade

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SALINE																
	6301	BAUXITE	1	0	0	2	1	2	0	0	3	3	5	10	2	29
	6302	BENTON	3	7	5	3	5	1	9	9	6	14	18	17	4	101
	6303	BRYANT	25	19	20	22	22	19	27	19	21	24	26	29	17	290
	6304	HARMONY GROVE	3	1	2	1	3	1	5	6	3	4	2	3	2	36
		SALINE TOTALS	32	27	27	28	31	23	41	34	33	45	51	59	25	456
SCOTT																
	6401	WALDRON	4	3	4	1	3	3	4	6	1	4	4	7	4	48
		SCOTT TOTALS	4	3	4	1	3	3	4	6	1	4	4	7	4	48
SEARCY																
	6502	SEARCY COUNTY	4	5	8	2	3	7	7	6	7	5	10	13	12	89
	6505	OZARK MOUNTAIN	7	6	3	7	5	6	3	8	0	4	4	4	3	60
		SEARCY TOTALS	11	11	11	9	8	13	10	14	7	9	14	17	15	149
SEBASTIAN																
	6601	FORT SMITH	28	23	31	22	27	25	28	31	29	31	48	32	22	377
	6602	GREENWOOD	5	10	10	6	11	10	14	8	8	7	4	14	6	113
	6604	HARTFORD	1	1	0	0	1	1	0	0	0	1	2	1	0	8
	6605	LAVACA	2	1	2	4	2	0	4	3	1	6	2	2	0	29
	6606	MANSFIELD	1	0	4	1	1	2	2	2	3	5	3	4	1	29
		SEBASTIAN TOTALS	37	35	47	33	42	38	48	44	41	50	59	53	29	556
SEVIER																
	6701	DEQUEEN	4	3	1	1	3	1	2	4	2	9	10	4	1	45
	67-01	DeQueen	0	0	1	0	0	0	1	0	0	0	0	1	0	3
	6703	HORATIO	0	0	0	1	0	0	0	2	0	1	2	7	0	13
		SEVIER TOTALS	4	3	2	2	3	1	3	6	2	10	12	12	1	61
SHARP																
	6802	CAVE CITY	8	5	5	4	4	1	2	6	2	10	11	11	4	73
	6804	HIGHLAND	4	4	6	3	7	2	6	5	9	11	14	17	10	98
	6806	TWIN RIVERS	0	3	0	1	2	1	1	0	3	0	5	4	2	22
		SHARP TOTALS	12	12	11	8	13	4	9	11	14	21	30	32	16	193

Home School Student Count for 2006-2007 School Year

By County, District and Grade

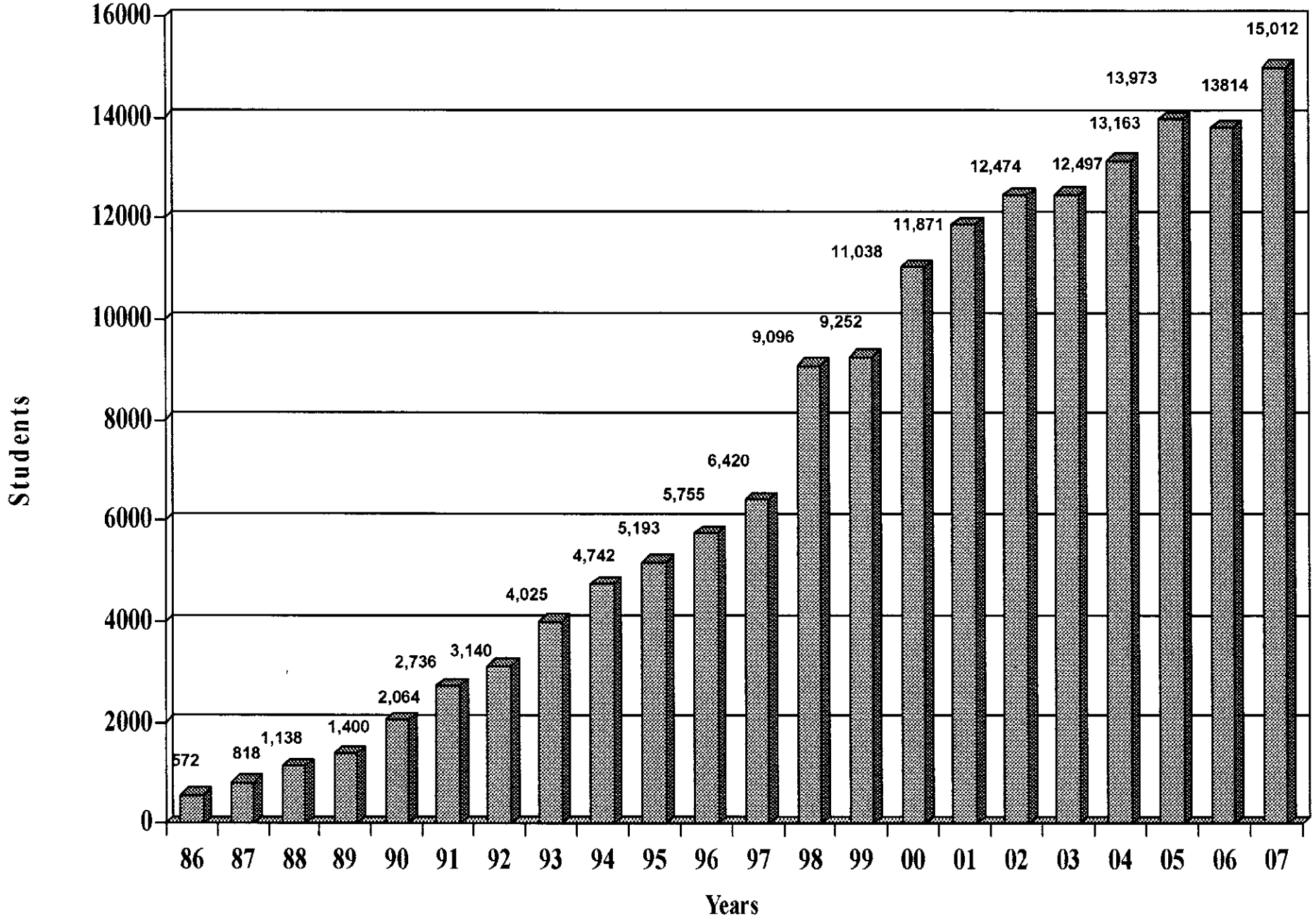
County	*LEA*	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
ST FRANCIS																
	6201	FORREST CITY	6	5	4	6	1	10	7	7	8	22	12	10	1	99
	6202	HUGHES	0	1	2	1	0	5	1	4	2	1	5	1	3	26
	6205	PALESTINE-WHEATLEY	2	1	2	2	1	1	0	0	0	0	4	3	1	17
		ST FRANCIS TOTALS	8	7	8	9	2	16	8	11	10	23	21	14	5	142
STONE																
	6901	MOUNTAIN VIEW	7	8	9	7	4	6	2	10	14	9	22	14	14	126
		STONE TOTALS	7	8	9	7	4	6	2	10	14	9	22	14	14	126
UNION																
	7001	EL DORADO	6	7	4	6	10	10	5	6	6	9	6	6	1	82
	7003	JUNCTION CITY	0	0	0	0	0	1	0	0	1	2	1	1	1	7
	7006	NORPHLET	0	0	0	0	0	1	2	1	0	2	0	2	2	10
	7007	PARKERS CHAPEL	0	0	0	0	1	0	0	2	0	1	1	0	2	7
	7008	SMACKOVER	0	1	1	1	0	0	0	0	0	1	1	0	0	5
	7009	STRONG-HUTTIG	1	1	0	1	0	0	2	1	2	1	1	1	1	12
		UNION TOTALS	7	9	5	8	11	12	9	10	9	16	10	10	7	123
VAN BUREN																
	7102	CLINTON	4	2	5	3	8	6	4	5	10	9	9	11	7	83
	7104	SHIRLEY	1	4	2	1	2	1	5	4	1	0	0	3	0	24
	7105	SOUTH SIDE	0	3	1	2	2	2	4	3	2	7	3	5	2	36
		VAN BUREN TOTALS	5	9	8	6	12	9	13	12	13	16	12	19	9	143
WASHINGTON																
	7201	ELKINS	2	6	1	3	7	2	2	1	5	5	4	3	2	43
	7202	FARMINGTON	7	10	11	5	11	2	5	5	8	8	5	1	2	80
	7203	FAYETTEVILLE	23	18	20	25	26	20	21	19	16	20	32	21	16	277
	7204	GREENLAND	5	4	5	4	3	5	3	2	0	4	11	4	0	50
	7205	LINCOLN	4	6	6	6	8	5	11	4	5	4	3	1	1	64
	7206	PRAIRIE GROVE	10	11	6	9	5	6	6	1	4	6	12	5	5	86
	7207	SPRINGDALE	31	36	33	32	34	32	39	32	37	46	42	33	18	445
	7208	WEST FORK	3	5	10	6	4	4	3	6	2	6	5	4	5	63
		WASHINGTON TOTALS	85	96	92	90	98	76	90	70	77	99	114	72	49	1108

Home School Student Count for 2006-2007 School Year

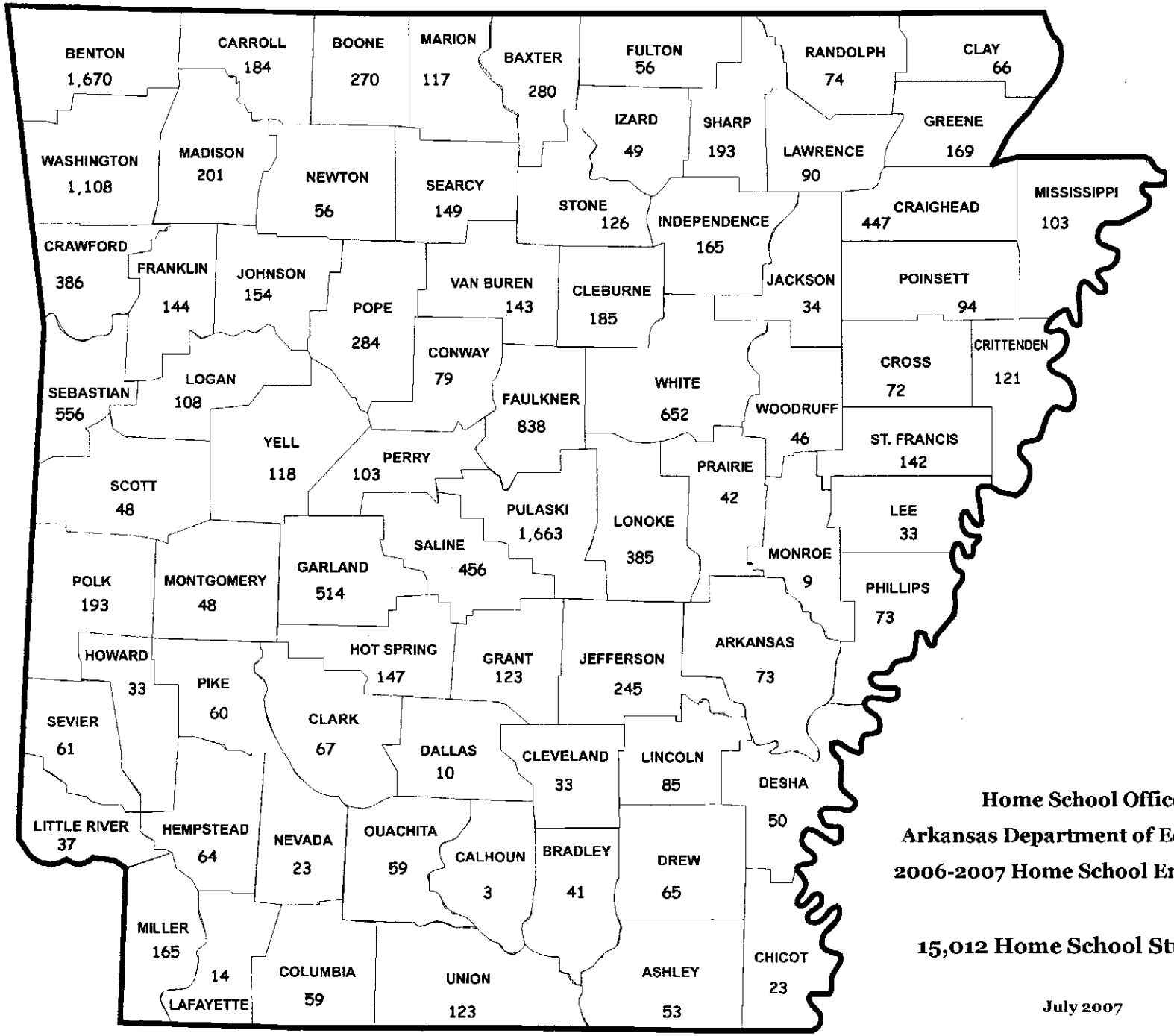
By County, District and Grade

County	*LEA*	*District*	*Kinder*	*One*	*Two*	*Three*	*Four*	*Five*	*Six*	*Seven*	*Eight*	*Nine*	*Ten*	*Eleven*	*Twelve*	*Total*
WHITE																
	7301	BALD KNOB	3	4	5	3	2	3	3	0	0	4	9	7	7	50
	7302	BEEBE	12	5	11	12	5	7	10	14	4	12	16	7	7	122
	7303	BRADFORD	0	2	2	2	0	1	0	0	1	3	4	2	2	19
	7304	WHITE CO. CENTRAL	1	2	3	3	2	0	2	0	5	4	9	5	5	41
	7307	RIVERVIEW	2	5	2	4	4	0	6	7	6	8	20	17	11	92
	7309	PANGBURN	1	1	2	3	2	5	2	9	5	3	7	6	7	53
	7310	ROSE BUD	3	1	1	4	1	6	3	1	2	3	3	1	1	30
	7311	SEARCY	21	15	20	13	18	14	17	17	18	28	32	23	9	245
		WHITE TOTALS	43	35	46	44	34	36	43	48	41	65	100	68	49	652
WOODRUFF																
	7401	AUGUSTA	2	1	0	1	2	1	1	3	1	2	2	3	0	19
	7403	MCCRORY	2	4	2	2	4	2	4	1	0	1	2	2	1	27
		WOODRUFF TOTALS	4	5	2	3	6	3	5	4	1	3	4	5	1	46
YELL																
	7503	DANVILLE	0	2	1	0	0	2	0	0	1	1	1	2	1	11
	7504	DARDANELLE	0	4	1	1	5	3	2	6	6	10	12	12	3	65
	7509	WESTERN YELL CO.	0	0	0	0	0	0	0	0	0	2	3	3	2	10
	7510	TWO RIVERS	2	0	1	0	0	2	1	1	6	3	8	7	1	32
		YELL TOTALS	2	6	3	1	5	7	3	7	13	16	24	24	7	118
		STATEWIDE TOTALS:	977	1023	1053	1056	1011	989	1054	1098	1169	1494	1701	1527	860	15,012

Arkansas Department of Education - Home School Enrollment
1985-1986 Through 2006-2007



Final Enrollment 2006-2007
July 2007



Home School Office

Arkansas Department of Education

2006-2007 Home School Enrollment

15,012 Home School Students

July 2007

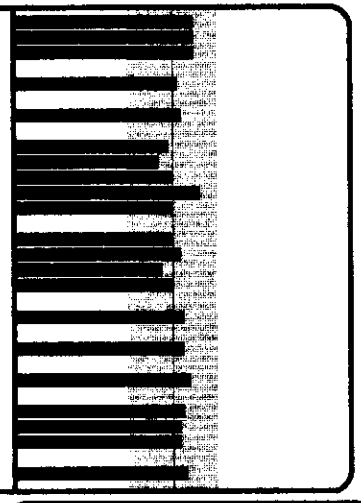
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 9
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 1
Grade: 3

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	759	189.1	6	56	61
Reading Comprehension	758	189.5	6	56	61
Reading Total	754	189.5	6	56	61
Word Analysis	770	184.0	5	51	52
Listening	769	183.9	5	52	53
Spelling	753	181.0	5	49	47
Capitalization	756	176.7	4	45	40
Punctuation	752	182.4	5	49	49
Usage and Expression	767	192.2	6	58	65
Language Total	734	183.7	5	50	49
Concepts & Estimation	758	181.7	5	49	48
Prob. Solv. & Data Interp.	764	184.9	5	52	53
Math Computation	753	179.0	5	46	42
Mathematics Total	741	182.3	5	50	49
CORE TOTAL	709	186.0	5	52	55
Social Studies	765	186.2	5	53	55
Science	765	188.6	6	55	60
Maps and Diagrams	767	186.2	5	53	56
Reference Materials	764	184.8	5	52	54
Sources of Information Total	763	185.7	5	52	54
COMPOSITE	700	187.2	5	54	57



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The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the average number attempted, the average percent correct for the state, and the average percent correct for students in this grade in the nation are reported. The difference between the percent correct for the state and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with similar groups in the nation.

SS = Standard Score, NS = National Stanine, NCE = Normal Curve Equivalent, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	29	27	67	62	5
Reading Comprehension					
Factual Understanding	17	17	63	61	2
Inference and Interpretation	12	12	63	61	2
Analysis and Generalization	8	8	50	48	2
Word Analysis					
Phono. Awareness and Decoding	11	11	71	71	0
Identify & Analyze Word Parts	24	24	64	67	-3
Listening					
Literal Comprehension	16	16	74	74	0
Inferential Comprehension	15	15	65	65	0
Spelling					
Root Words	21	20	59	67	-8
Words with Affixes	3	3	49	55	-6
Correct Spelling	4	4	72	76	-4
Capitalization					
Names and Titles	4	4	66	73	-7
Dates and Holidays	4	4	51	62	-11
Place Names	7	7	50	59	-9
Writing Conventions	5	4	44	56	-12
Overcapitalization/Correct Cap	4	4	57	60	-3
Punctuation					
End Punctuation	12	12	58	64	-6
Comma	6	5	41	49	-8
Apostrophe/Quotes/Colon/Semi	3	3	49	55	-6
Correct Punctuation	3	3	60	58	2

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Usage and Expression					
Nouns, Pronouns, and Modifiers	6	6	65	62	3
Verbs	8	8	65	60	5
Conciseness and Clarity	3	3	71	68	3
Organization of Ideas	5	5	52	53	-1
Appropriate Use	8	8	70	68	2
Concepts & Estimation					
Number Properties & Operations	9	9	65	70	-5
Algebra	5	5	60	65	-5
Geometry	4	4	67	69	-2
Measurement	3	3	56	60	-4
Probability and Statistics	3	3	54	53	1
Estimation	7	7	53	56	-3
Prob. Solv. & Data Interp.					
Problem Solving	14	14	61	63	-2
Single-step	7	7	70	71	-1
Multiple-step	3	3	57	61	-4
Approaches and Procedures	4	4	47	49	-2
Data Interpretation	8	8	62	63	-1
Read Amounts	3	3	71	72	-1
Compare Quant./Relationships	5	5	56	58	-2
Math Computation					
Add with Whole Numbers	8	8	62	71	-9
Subtract with Whole Numbers	8	8	56	65	-9
Multiply/Divide Whole Numbers	9	8	48	57	-9
Social Studies					
History	5	5	70	67	3
Geography	6	6	60	66	-6

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Social Studies (cont)					
Economics	7	7	60	61	-1
Government and Society	12	12	61	61	0
Science					
Scientific Inquiry	9	9	47	44	3
Life Science	10	10	59	60	-1
Earth and Space Science	8	8	63	62	1
Physical Science	3	3	55	53	2
Maps and Diagrams					
Locate/Process Information	12	12	71	74	-3
Interpret Information	9	9	55	54	1
Analyze Information	3	3	43	41	2
Reference Materials					
Using Reference Materials	10	10	57	57	0
Searching for Information	18	18	54	58	-4
Critical Thinking					
Reading	20	20	58	56	2
Language	17	16	58	59	-1
Mathematics	24	23	53	56	-3
Social Studies	12	12	61	59	2
Science	11	11	45	43	2
Sources of Information	19	19	53	53	0
Listening	14	14	63	63	0

Differences* -20 0 +20

No. Att. = Number Attempted %C = Percent Correct

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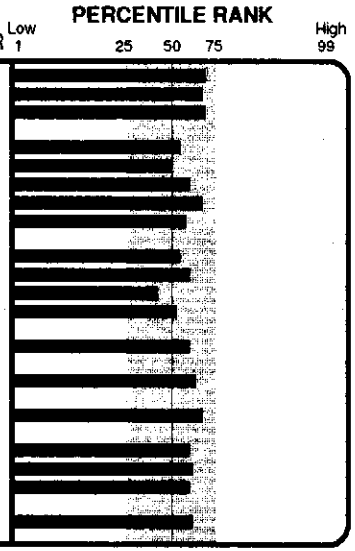
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 10
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 2
Grade: 4

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	759	209.4	6	60	69
Reading Comprehension	759	211.8	6	59	67
Reading Total	758	210.6	6	60	68
Spelling	759	200.1	5	52	54
Capitalization	760	197.3	5	49	49
Punctuation	757	206.0	6	55	60
Usage and Expression	761	212.8	6	59	66
Language Total	750	204.3	5	54	57
Concepts & Estimation	759	200.0	5	52	54
Prob. Solv. & Data Interp.	761	204.4	5	55	59
Math Computation	757	192.9	5	45	41
Mathematics Total	754	199.2	5	51	52
CORE TOTAL	741	204.8	5	55	59
Social Studies	763	207.3	6	57	63
Science	763	212.0	6	59	67
Maps and Diagrams	764	205.7	6	56	60
Reference Materials	764	205.2	6	56	61
Sources of Information Total	764	205.5	6	56	60
COMPOSITE	739	206.7	6	56	61



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SS = Standard Score, NS = National Stanine, NCE = Normal Curve Equivalent, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	34	33	68	60	8
Reading Comprehension					
Factual Understanding	17	17	63	57	6
Inference and Interpretation	14	14	72	65	7
Analysis and Generalization	10	10	63	56	7
Spelling					
Root Words	22	22	63	66	-3
Words with Affixes	6	6	45	45	0
Correct Spelling	4	4	74	76	-2
Capitalization					
Names and Titles	3	3	77	80	-3
Dates and Holidays	3	3	57	64	-7
Place Names	6	6	58	60	-2
Names: Organizations & Groups	3	3	37	41	-4
Writing Conventions	6	6	51	58	-7
Overcapitalization/Correct Cap	5	5	61	63	-2
Punctuation					
End Punctuation	12	12	60	59	1
Comma	7	7	54	54	0
Apostrophe/Quotes/Colon/Semi	4	4	43	47	-4
Correct Punctuation	3	3	60	51	9
Usage and Expression					
Nouns, Pronouns, and Modifiers	9	9	67	63	4
Verbs	8	8	65	59	6
Conciseness and Clarity	4	4	69	61	8
Organization of Ideas	5	5	63	59	4

Differences* -20 0 +20

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Usage and Expression (cont)					
Appropriate Use	7	7	74	68	6
Concepts & Estimation					
Number Properties & Operations	11	11	66	68	-2
Algebra	6	6	65	66	-1
Geometry	5	5	57	58	-1
Measurement	3	3	65	63	2
Probability and Statistics	3	3	63	60	3
Estimation	8	8	56	55	1
Prob. Solv. & Data Interp.					
Problem Solving	14	14	62	61	1
Single-step	3	3	80	81	-1
Multi-step	7	7	55	55	0
Approaches and Procedures	4	4	60	57	3
Data Interpretation	10	10	59	59	0
Read Amounts	3	3	65	67	-2
Compare Quant./Relationships	7	7	57	55	2
Math Computation					
Add with Whole Numbers	5	5	66	75	-9
Subtract with Whole Numbers	6	6	56	66	-10
Multiply with Whole Numbers	9	8	54	63	-9
Divide with Whole Numbers	7	6	43	52	-9
Social Studies					
History	8	8	63	60	3
Geography	9	9	63	60	3
Economics	7	7	65	58	7
Government and Society	10	10	67	64	3

Differences* -20 0 +20

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Science					
Scientific Inquiry	12	12	59	51	8
Life Science	10	10	64	58	6
Earth and Space Science	8	8	63	58	5
Physical Sciences	4	4	64	60	4
Maps and Diagrams					
Locate/Process Information	9	9	64	64	0
Interpret Information	12	12	64	62	2
Analyze Information	4	4	49	49	0
Reference Materials					
Using Reference Materials	12	12	65	64	1
Searching for Information	18	18	60	59	1
Critical Thinking					
Reading	24	24	68	62	6
Language	21	21	63	59	4
Mathematics	31	30	57	56	1
Social Studies	17	17	62	59	3
Science	15	15	58	50	8
Sources of Information	24	24	60	58	2

Differences* -20 0 +20

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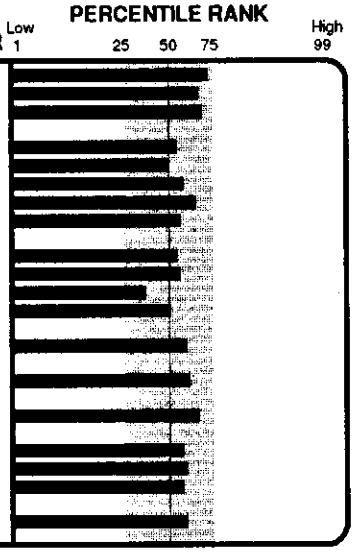
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 11
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 3
Grade: 5

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	768	226.6	6	61	71
Reading Comprehension	767	227.3	6	59	66
Reading Total	767	226.9	6	60	69
Spelling	767	214.9	5	52	54
Capitalization	768	211.1	5	50	49
Punctuation	768	219.3	5	54	57
Usage and Expression	768	228.9	6	58	65
Language Total	761	218.9	5	53	56
Concepts & Estimation	769	214.8	5	52	54
Prob. Solv. & Data Interp.	770	217.5	5	53	56
Math Computation	766	203.5	4	43	36
Mathematics Total	765	212.0	5	50	50
CORE TOTAL	756	219.5	5	55	59
Social Studies	765	222.8	6	56	62
Science	765	227.9	6	59	66
Maps and Diagrams	764	219.9	5	54	58
Reference Materials	762	218.9	5	55	59
Sources of Information Total	761	219.5	5	54	58
COMPOSITE	743	221.9	6	56	60



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Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	37	36	69	59	10
Reading Comprehension					
Factual Understanding	16	16	65	58	7
Inference and Interpretation	15	15	73	64	9
Analysis and Generalization	12	12	67	61	6
Spelling					
Root Words	23	23	64	65	-1
Words with Affixes	9	9	42	44	-2
Correct Spelling	4	4	71	73	-2
Capitalization					
Names/Titles / Dates/Holidays	5	5	60	67	-7
Place Names	6	6	56	61	-5
Names: Organizations & Groups	5	5	50	54	-4
Writing Conventions	7	7	53	56	-3
Overcapitalization/Correct Cap	5	5	62	64	-2
Punctuation					
End Punctuation	12	12	64	61	3
Comma	8	8	52	55	-3
Apostrophe/Quotes/Colon/Semi	5	5	43	47	-4
Correct Punctuation	3	3	69	67	2
Usage and Expression					
Nouns, Pronouns, and Modifiers	10	10	64	62	2
Verbs	6	6	68	62	6
Conciseness and Clarity	6	6	66	57	9
Organization of Ideas	6	6	65	61	4
Appropriate Use	7	7	71	64	7

Differences* -20 0 +20

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Concepts & Estimation					
Number Properties & Operations	13	13	63	64	-1
Algebra	6	6	65	68	-3
Geometry	6	6	60	59	1
Measurement	3	3	62	60	2
Probability and Statistics	3	3	48	51	-3
Estimation	9	9	54	53	1
Prob. Solv. & Data Interp.					
Problem Solving	15	15	61	60	1
Single-step	3	3	73	71	2
Multi-step	8	8	57	55	2
Approaches and Procedures	4	4	61	60	1
Data Interpretation	11	11	54	56	-2
Read Amounts	3	3	57	62	-5
Compare Quant./Relationships	8	8	53	54	-1
Math Computation					
Add with Whole Numbers	3	3	65	77	-12
Subtract with Whole Numbers	4	4	62	74	-12
Multiply with Whole Numbers	6	6	53	65	-12
Divide with Whole Numbers	7	7	49	61	-12
Add or Subtract with Fractions	5	4	41	48	-7
Add or Subtract with Decimals	4	3	41	52	-11
Social Studies					
History	11	11	57	56	1
Geography	10	10	65	60	5
Economics	12	12	60	56	4
Government and Society	4	4	63	61	2

Differences* -20 0 +20

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Science					
Scientific Inquiry	14	14	65	57	8
Life Science	9	9	61	55	6
Earth and Space Science	8	8	64	58	6
Physical Sciences	6	6	62	58	4
Maps and Diagrams					
Locate/Process Information	8	8	57	57	0
Interpret Information	12	12	61	59	2
Analyze Information	6	6	52	50	2
Reference Materials					
Using Reference Materials	12	12	66	65	1
Searching for Information	20	20	61	60	1
Critical Thinking					
Reading	27	27	70	62	8
Language	29	29	62	57	5
Mathematics	34	33	56	55	1
Social Studies	21	21	61	57	4
Science	20	20	61	54	7
Sources of Information	28	28	61	58	3

Differences* -20 0 +20

No. Att. = Number Attempted %C = Percent Correct

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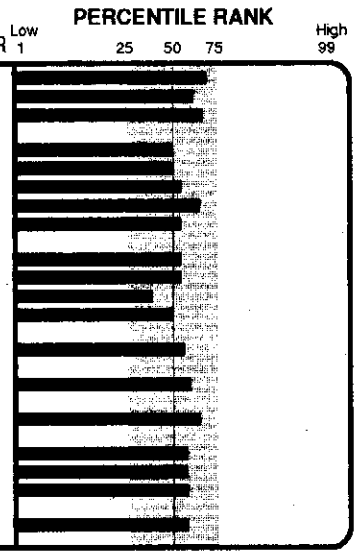
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 12
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 4
Grade: 6

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	751	239.5	6	61	69
Reading Comprehension	753	237.7	6	57	62
Reading Total	751	238.7	6	59	66
Spelling	753	224.4	5	49	49
Capitalization	753	223.0	5	49	48
Punctuation	753	230.1	5	52	54
Usage and Expression	756	245.0	6	58	65
Language Total	750	230.7	5	52	54
Concepts & Estimation	756	227.1	5	51	53
Prob. Solv. & Data Interp.	757	229.7	5	52	54
Math Computation	754	215.7	4	43	37
Mathematics Total	753	224.3	5	49	48
CORE TOTAL	745	231.4	5	53	56
Social Studies	762	234.2	5	55	59
Science	762	241.6	6	58	65
Maps and Diagrams	762	233.1	5	54	57
Reference Materials	761	232.5	5	54	57
Sources of Information Total	761	232.8	5	54	57
COMPOSITE	743	234.2	5	54	58



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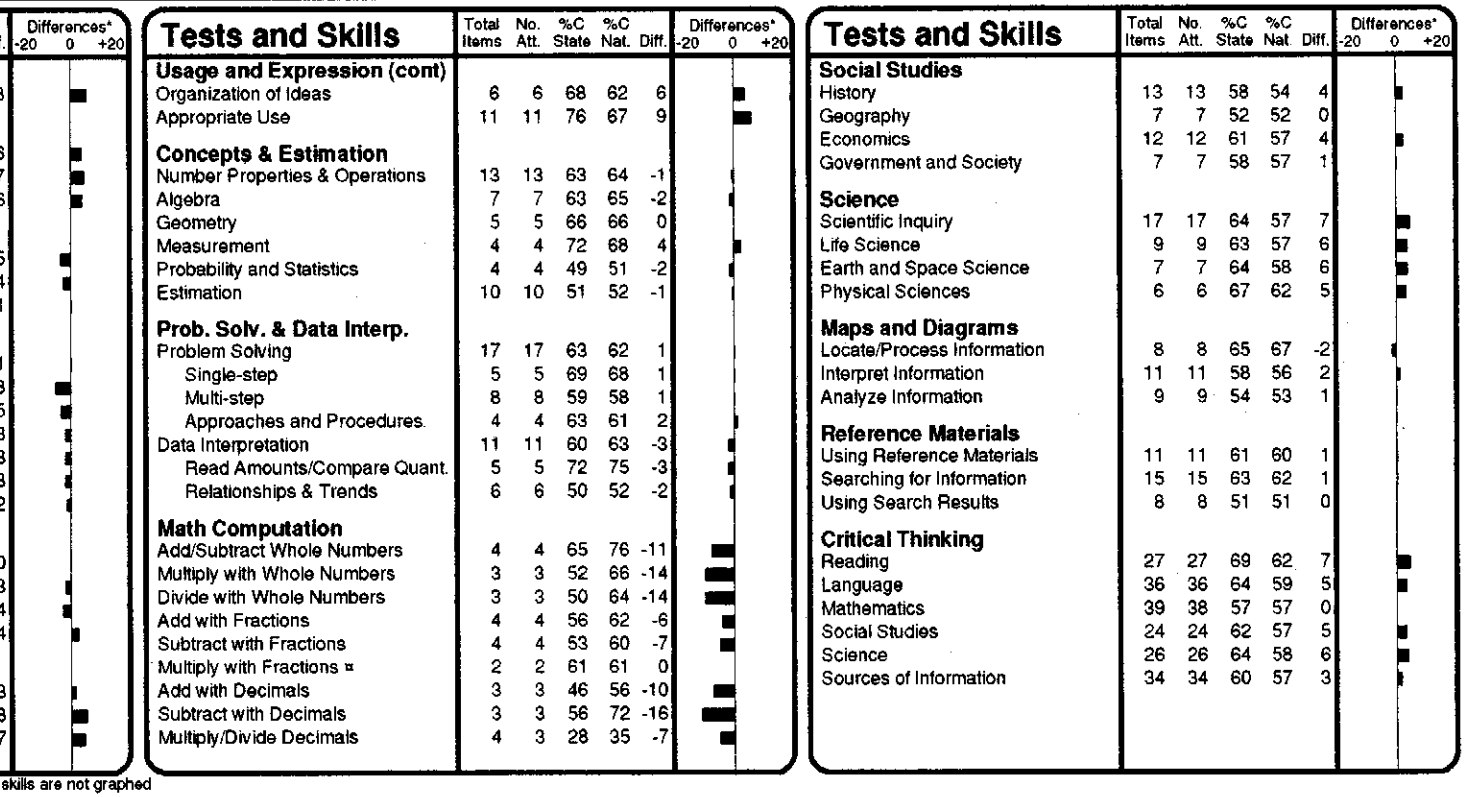
SS = Standard Score. NS = National Stanine. NCE = Normal Curve Equivalent. NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	39	39	70	62	8
Reading Comprehension					
Factual Understanding	18	18	66	60	6
Inference and Interpretation	14	14	70	63	7
Analysis and Generalization	13	13	68	62	6
Spelling					
Root Words	27	27	58	63	-5
Words with Affixes	7	7	49	53	-4
Correct Spelling	4	4	71	70	1
Capitalization					
Names and Titles	3	3	64	63	1
Dates and Holidays	3	3	60	68	-8
Place Names	5	5	55	60	-5
Names: Organizations & Groups	6	6	44	47	-3
Writing Conventions	6	6	60	63	-3
Overcapitalization	3	3	47	50	-3
Correct Capitalization	4	4	66	68	-2
Punctuation					
End Punctuation	11	11	61	61	0
Comma	11	11	61	64	-3
Apostrophe/Quotes/Colon/Semi	5	5	44	48	-4
Correct Punctuation	3	3	76	72	4
Usage and Expression					
Nouns, Pronouns, and Modifiers	10	10	65	62	3
Verbs	6	6	70	62	8
Conciseness and Clarity	5	5	64	57	7

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Usage and Expression (cont)					
Organization of Ideas	6	6	68	62	6
Appropriate Use	11	11	76	67	9
Concepts & Estimation					
Number Properties & Operations	13	13	63	64	-1
Algebra	7	7	63	65	-2
Geometry	5	5	66	66	0
Measurement	4	4	72	68	4
Probability and Statistics	4	4	49	51	-2
Estimation	10	10	51	52	-1
Prob. Solv. & Data Interp.					
Problem Solving	17	17	63	62	1
Single-step	5	5	69	68	1
Multi-step	8	8	59	58	1
Approaches and Procedures	4	4	63	61	2
Data Interpretation	11	11	60	63	-3
Read Amounts/Compare Quant.	5	5	72	75	-3
Relationships & Trends	6	6	50	52	-2
Math Computation					
Add/Subtract Whole Numbers	4	4	65	76	-11
Multiply with Whole Numbers	3	3	52	66	-14
Divide with Whole Numbers	3	3	50	64	-14
Add with Fractions	4	4	56	62	-6
Subtract with Fractions	4	4	53	60	-7
Multiply with Fractions ¤	2	2	61	61	0
Add with Decimals	3	3	46	56	-10
Subtract with Decimals	3	3	56	72	-16
Multiply/Divide Decimals	4	3	28	35	-7

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Social Studies					
History	13	13	58	54	4
Geography	7	7	52	52	0
Economics	12	12	61	57	4
Government and Society	7	7	58	57	1
Science					
Scientific Inquiry	17	17	64	57	7
Life Science	9	9	63	57	6
Earth and Space Science	7	7	64	58	6
Physical Sciences	6	6	67	62	5
Maps and Diagrams					
Locate/Process Information	8	8	65	67	-2
Interpret Information	11	11	58	56	2
Analyze Information	9	9	54	53	1
Reference Materials					
Using Reference Materials	11	11	61	60	1
Searching for Information	15	15	63	62	1
Using Search Results	8	8	51	51	0
Critical Thinking					
Reading	27	27	69	62	7
Language	36	36	64	59	5
Mathematics	39	38	57	57	0
Social Studies	24	24	62	57	5
Science	26	26	64	58	6
Sources of Information	34	34	60	57	3



No. Att. = Number Attempted %C = Percent Correct ¤ = 1 and 2 item skills are not graphed

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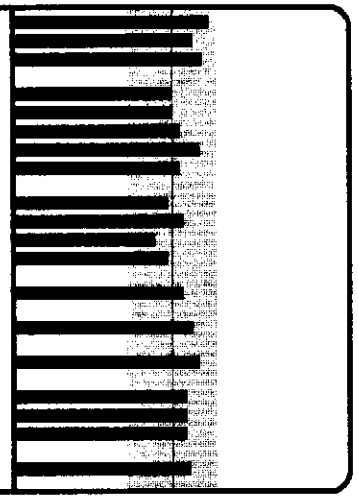
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 13
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 5
Grade: 7

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	776	253.5	6	61	70
Reading Comprehension	776	250.1	6	56	62
Reading Total	775	251.8	6	59	66
Spelling	776	236.0	5	49	48
Capitalization	777	235.4	5	49	48
Punctuation	777	242.3	5	52	53
Usage and Expression	785	256.1	6	57	64
Language Total	769	242.8	5	52	54
Concepts & Estimation	786	234.8	5	48	47
Prob. Solv. & Data Interp.	786	244.4	5	53	56
Math Computation	785	226.1	4	43	38
Mathematics Total	785	235.1	5	49	47
CORE TOTAL	766	243.5	5	53	55
Social Studies	782	250.1	6	56	61
Science	783	254.8	6	58	65
Maps and Diagrams	782	247.6	5	54	58
Reference Materials	782	245.2	5	54	57
Sources of Information Total	782	246.5	5	54	57
COMPOSITE	759	247.4	5	55	59



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SS = Standard Score, NS = National Stanine, NCE = Normal Curve Equivalent, NPR = National Percentile Rank

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	41	40	69	59	10
Reading Comprehension					
Factual Understanding	18	18	68	62	6
Inference and Interpretation	15	15	66	59	7
Analysis and Generalization	15	15	63	56	7
Spelling					
Root Words	29	29	58	62	-4
Words with Affixes	7	7	46	50	-4
Correct Spelling	4	4	68	67	1
Capitalization					
Names/Titles / Dates/Holidays	5	5	61	67	-6
Place Names	7	7	63	64	-1
Names: Organizations & Groups	5	5	49	51	-2
Writing Conventions	7	7	56	62	-6
Overcapitalization	4	4	44	47	-3
Correct Capitalization	4	4	63	64	-1
Punctuation					
End Punctuation	10	10	60	59	1
Comma	11	11	58	60	-2
Apostrophe/Quotes/Colon/Semi	8	8	48	50	-2
Correct Punctuation	3	3	72	72	0
Usage and Expression					
Nouns, Pronouns, and Modifiers	12	12	60	59	1
Verbs	9	9	67	59	8
Conciseness and Clarity	4	4	74	64	10
Organization of Ideas	7	7	62	54	8

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Usage and Expression (cont)					
Appropriate Use	8	8	77	69	8
Concepts & Estimation					
Number Properties & Operations	14	14	60	63	-3
Algebra	8	8	58	64	-6
Geometry	5	5	59	62	-3
Measurement	4	4	71	70	1
Probability and Statistics	4	4	50	53	-3
Estimation	11	11	52	55	-3
Prob. Solv. & Data Interp.					
Problem Solving	18	18	60	58	2
Single-step	3	3	66	66	0
Multi-step	10	10	55	53	2
Approaches and Procedures	5	5	66	62	4
Data Interpretation	12	12	64	64	0
Read Amounts/Compare Quant.	5	5	74	71	3
Relationships & Trends	7	7	56	58	-2
Math Computation					
Add/Subtract Whole Numbers	4	4	56	67	-11
Multiply/Divide Whole Numbers	4	4	44	56	-12
Add or Subtract with Fractions	5	5	46	51	-5
Multiply/Divide Fractions	6	5	43	47	-4
Add or Subtract with Decimals	4	4	53	64	-11
Multiply with Decimals	5	5	41	54	-13
Divide with Decimals	3	3	33	40	-7
Social Studies					
History	15	15	56	52	4
Geography	6	6	52	52	0

Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Social Studies (cont)					
Economics	9	9	58	51	7
Government and Society	11	11	59	55	4
Science					
Scientific Inquiry	19	19	65	56	9
Life Science	8	8	58	55	3
Earth and Space Science	7	7	63	57	6
Physical Sciences	7	7	67	60	7
Maps and Diagrams					
Locate/Process Information	9	9	61	59	2
Interpret Information	12	12	50	47	3
Analyze Information	9	9	56	54	2
Reference Materials					
Using Reference Materials	11	11	55	55	0
Searching for Information	15	15	61	57	4
Using Search Results	10	10	60	58	2
Critical Thinking					
Reading	30	30	64	58	6
Language	35	35	61	56	5
Mathematics	43	42	55	56	-1
Social Studies	26	26	59	53	6
Science	28	28	62	55	7
Sources of Information	40	40	56	52	4

Differences* -20 0 +20

No. Att. = Number Attempted %C = Percent Correct

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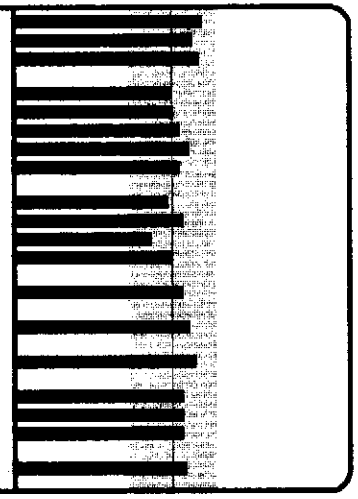
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Basic Skills® (ITBS®)

Form/Level: A/ 14
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 6
Grade: 8

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	765	262.0	6	59	67
Reading Comprehension	769	261.3	6	56	61
Reading Total	764	261.9	6	58	65
Spelling	768	246.9	5	49	48
Capitalization	770	248.9	5	50	50
Punctuation	768	253.4	5	52	53
Usage and Expression	774	263.9	6	55	60
Language Total	760	253.8	5	52	54
Concepts & Estimation	776	245.1	5	48	46
Prob. Solv. & Data Interp.	779	256.8	5	53	56
Math Computation	780	235.4	4	43	37
Mathematics Total	775	245.9	5	49	48
CORE TOTAL	754	254.3	5	53	55
Social Studies	775	260.4	5	55	59
Science	775	264.4	6	57	63
Maps and Diagrams	773	256.6	5	53	56
Reference Materials	771	254.7	5	53	55
Sources of Information Total	771	255.7	5	53	55
COMPOSITE	745	258.0	5	54	58



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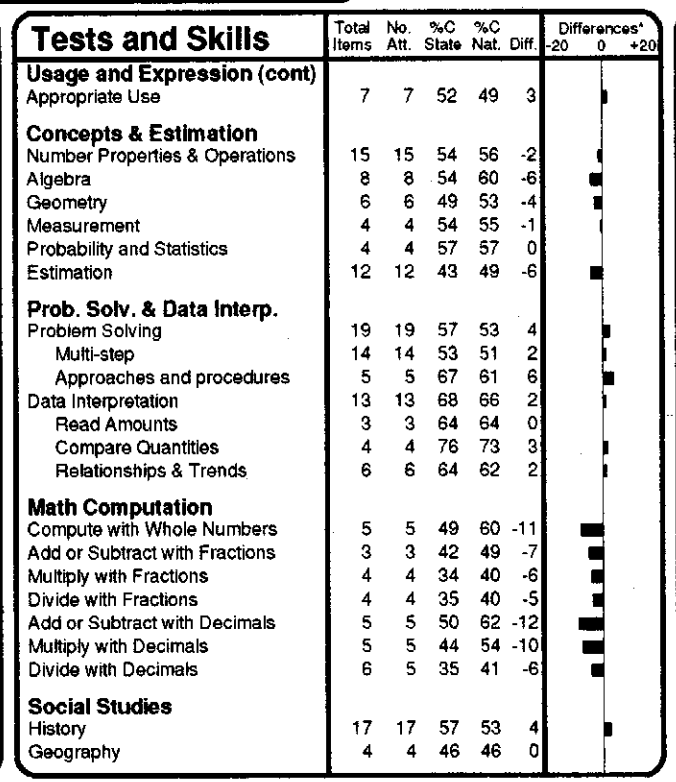
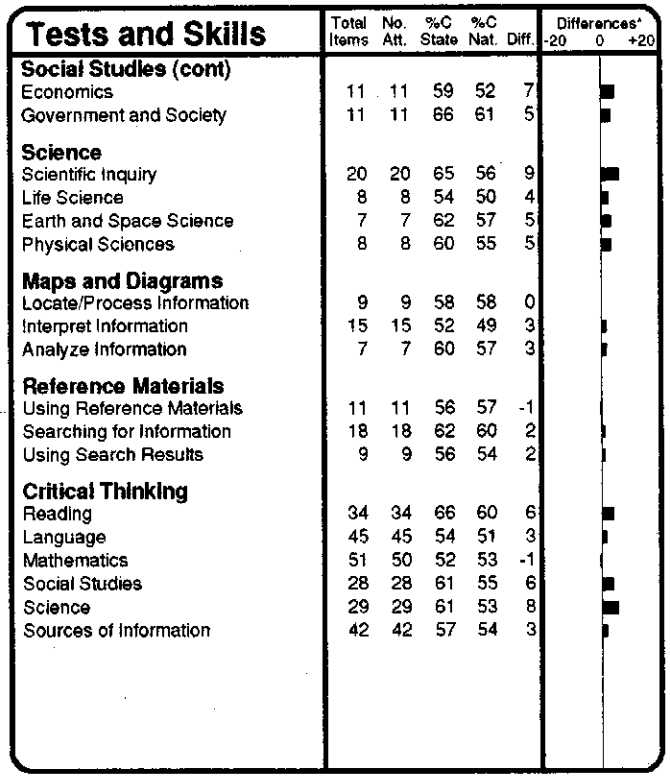
Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	42	42	68	59	9
Reading Comprehension					
Factual Understanding	18	18	65	59	6
Inference and Interpretation	18	18	68	62	6
Analysis and Generalization	16	16	64	57	7
Spelling					
Root Words	28	28	57	60	-3
Words with Affixes	10	10	44	49	-5
Correct Spelling	4	4	67	67	0
Capitalization					
Names/Titles / Dates/Holidays	6	6	65	64	1
Place Names	7	7	63	62	1
Names: Organizations & Groups	7	7	59	59	0
Writing Conventions	6	6	54	60	-6
Overcapitalization	4	4	38	43	-5
Correct Capitalization	4	4	68	67	1
Punctuation					
End Punctuation	7	7	57	56	1
Comma	12	12	54	54	0
Apostrophe/Quotes/Colon/Semi	12	12	56	56	0
Correct Punctuation	3	3	63	61	2
Usage and Expression					
Nouns, Pronouns, and Modifiers	14	14	65	60	5
Verbs	7	7	60	56	4
Conciseness and Clarity	5	5	74	65	9
Organization of Ideas	10	10	62	56	6



Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Usage and Expression (cont)					
Appropriate Use	7	7	52	49	3
Concepts & Estimation					
Number Properties & Operations	15	15	54	56	-2
Algebra	8	8	54	60	-6
Geometry	6	6	49	53	-4
Measurement	4	4	54	55	-1
Probability and Statistics	4	4	57	57	0
Estimation	12	12	43	49	-6
Prob. Solv. & Data Interp.					
Problem Solving	19	19	57	53	4
Multi-step	14	14	53	51	2
Approaches and procedures	5	5	67	61	6
Data Interpretation	13	13	68	66	2
Read Amounts	3	3	64	64	0
Compare Quantities	4	4	76	73	3
Relationships & Trends	6	6	64	62	2
Math Computation					
Compute with Whole Numbers	5	5	49	60	-11
Add or Subtract with Fractions	3	3	42	49	-7
Multiply with Fractions	4	4	34	40	-6
Divide with Fractions	4	4	35	40	-5
Add or Subtract with Decimals	5	5	50	62	-12
Multiply with Decimals	5	5	44	54	-10
Divide with Decimals	6	5	35	41	-6
Social Studies					
History	17	17	57	53	4
Geography	4	4	46	46	0



Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Social Studies (cont)					
Economics	11	11	59	52	7
Government and Society	11	11	66	61	5
Science					
Scientific Inquiry	20	20	65	56	9
Life Science	8	8	54	50	4
Earth and Space Science	7	7	62	57	5
Physical Sciences	8	8	60	55	5
Maps and Diagrams					
Locate/Process Information	9	9	58	58	0
Interpret Information	15	15	52	49	3
Analyze Information	7	7	60	57	3
Reference Materials					
Using Reference Materials	11	11	56	57	-1
Searching for Information	18	18	62	60	2
Using Search Results	9	9	56	54	2
Critical Thinking					
Reading	34	34	66	60	6
Language	45	45	54	51	3
Mathematics	51	50	52	53	-1
Social Studies	28	28	61	55	6
Science	29	29	61	53	8
Sources of Information	42	42	57	54	3

No. Att. = Number Attempted %C = Percent Correct

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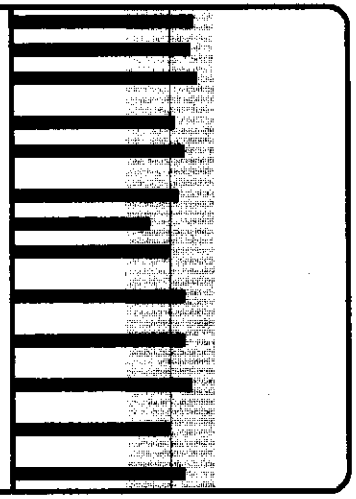
THE IOWA TESTS

STATE PERFORMANCE PROFILE

Iowa Tests of Educational Development® (ITED®)

Form/Level: A/ 15
Test Date: 04/2007
Norms: 03/16 2000
Order No.: 000237770
State: Arkansas
Page: 7
Grade: 9

Tests	N	Scores SS	NS	NCE	NPR
Vocabulary	758	268.9	6	57	63
Reading Comprehension	756	272.3	6	56	62
Reading Total	756	270.7	6	57	64
Spelling	770	259.6	5	50	51
Revising Written Materials	758	268.7	5	54	57
Concepts & Prob. Solv.	758	263.5	5	52	54
Computation	772	244.2	4	43	37
Mathematics Total	753	257.3	5	49	49
CORE TOTAL	750	265.8	5	54	58
Social Studies	768	268.4	5	54	57
Science	769	270.8	6	56	61
Sources of Information	760	257.6	5	49	49
COMPOSITE	738	266.0	5	54	57



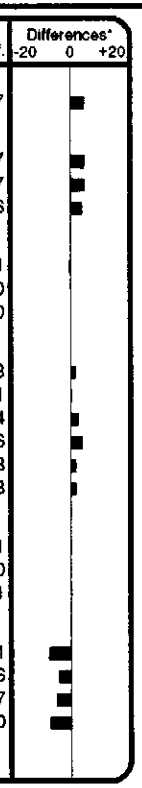
In the upper left part of this report, averages are printed for the tests, totals, or composite. Several types of scores are reported, including the national percentile rank (NPR), which is the percent of students in this grade in the nation with a lower score on that test, total, or composite.

The graph to the right of the scores provides a visual display of the performance of the state for each test relative to other test areas. The NPRs for the various scores are displayed in horizontal bars. The varying lengths of these bars permit identification of the stronger and weaker areas of achievement for this state.

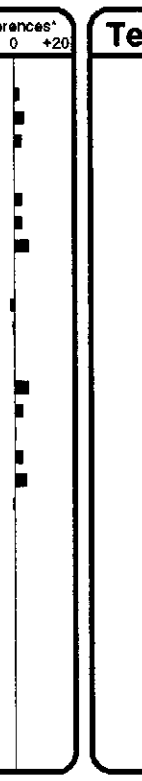
The lower part of the report provides detailed information about skills in each test. The number of items for each skill, the average number attempted, the average percent correct for the state, and the average percent correct for students in this grade in the nation are reported. The difference between the percent correct for the state and the percent correct for students in the nation is displayed as a horizontal bar. These bars permit identification of skills that stand out as high or low when compared with similar groups in the nation.

SS = Standard Score, NS = National Stanine, NCE = Normal Curve Equivalent, NPR = National Percentile Rank

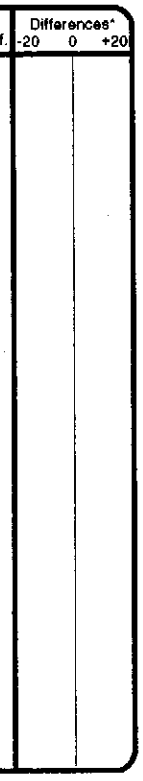
Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Vocabulary					
Vocabulary	40	40	67	60	7
Reading Comprehension					
Factual Understanding	17	17	71	64	7
Inference/Interpretation	14	14	67	60	7
Analysis/Generalization	13	13	62	56	6
Spelling					
Root Word Errors	10	10	47	48	-1
Affix Errors	15	15	43	43	0
Correct Spelling	5	5	50	50	0
Revising Written Materials					
Spelling	6	6	58	55	3
Capitalization/Punctuation	8	8	54	53	1
Usage/Grammar	9	9	57	53	4
Sentence Structure	17	17	62	56	6
Organization of Ideas	8	8	53	50	3
Appropriateness of Expression	16	16	62	59	3
Concepts & Prob. Solv.					
Concepts/Procedures	10	10	49	48	1
Data Interpretation	15	15	40	40	0
Problem Solving	15	15	50	49	1
Computation					
Integers	11	11	51	62	-11
Decimals/Percents	8	8	45	51	-6
Fractions	6	5	37	44	-7
Algebraic Manipulations	5	4	32	42	-10



Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.
Social Studies					
Interpreting Information	25	25	49	46	3
Analyzing Information	13	13	59	54	5
Evaluating Information	12	12	61	57	4
Science					
Interpreting Information	17	17	58	54	4
Analyzing/Evaluating Information	11	11	54	50	4
Analyzing Scientific Investigations	20	20	53	46	7
Sources of Information					
Using Sources	16	16	52	54	-2
Evaluating Sources	24	24	54	55	-1
Critical Thinking					
Reading	27	27	65	58	7
Language	39	39	60	56	4
Mathematics	29	29	46	45	1
Social Studies	41	41	55	51	4
Science	41	41	55	49	6
Sources of Information	24	24	54	55	-1



Tests and Skills	Total Items	No. Att.	%C State	%C Nat.	Diff.



No. Att. = Number Attempted %C = Percent Correct

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HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 5 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

7/16/2004

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	67	59	59	57	57	59	58
Vocabulary	67	60	61	57	58	62	64
Reading Comprehension	64	57	55	55	55	56	53
Total Mathematics	54	50	47	48	45	50	51
Problem Solving	55	50	48	48	48	54	54
Procedures	54	52	47	49	44	45	47
Language	57	51	50	48	47	51	49
Language Mechanics	53	47	47	44	43	46	45
Language Expression	63	57	55	55	54	57	54
Spelling	50	47	46	42	43	46	46
Study Skills	55	52	48	46	43	46	44
Science	65	61	60	62	58	57	56
Social Science	63	56	53	55	52	59	58
Listening	65	56	57	55	56	63	58
Using Information	61	56	54	53	50	49	49
Thinking Skills	65	59	57	56	55	57	57
Basic Battery	59	54	53	51	50	54	54
Complete Battery	61	55	54	53	52	55	55

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 7 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

7/16/2004

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	69	65	65	64	65	62	61
Vocabulary	70	68	68	67	68	64	61
Reading Comprehension	65	60	61	60	60	60	60
Total Mathematics	56	54	55	54	53	56	54
Problem Solving	58	54	56	55	56	59	57
Procedures	54	55	54	54	50	51	50
Language	58	56	56	56	55	57	57
Language Mechanics	53	51	50	50	50	54	54
Language Expression	62	61	61	61	59	61	59
Spelling	53	53	52	51	51	53	49
Study Skills	56	55	53	54	55	50	49
Science	63	59	61	61	62	61	60
Social Science	61	58	59	59	59	57	55
Listening	67	65	68	66	68	62	62
Using Information	57	55	55	55	56	54	52
Thinking Skills	63	61	61	60	60	59	59
Basic Battery	61	59	59	59	58	58	57
Complete Battery	61	59	59	59	59	58	57

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 10 - State Summary - Home School Students

Fall 1997 to Spring 2004 Stanford 9 Test Scores

07/16/04

SUBTEST AND TOTALS	FALL 1997 *(NPR)	FALL 1998 *(NPR)	FALL 1999 *(NPR)	FALL 2000 *(NPR)	FALL 2001 *(NPR)	SPRING 2003 *(NPR)	SPRING 2004 *(NPR)
Total Reading	65	67	63	60	61	59	57
Vocabulary	66	67	63	61	61	63	63
Reading Comprehension	63	64	61	57	60	56	54
Mathematics	53	49	45	48	47	42	42
Language	61	58	55	54	55	52	51
Language Mechanics	58	56	53	52	52	51	49
Language Expression	63	61	57	56	58	53	53
Spelling	52	54	50	45	47	44	45
Study Skills	60	56	53	53	52	45	45
Science	55	56	51	52	51	51	51
Social Science	61	63	57	57	56	56	54
Using Information	54	52	48	48	47	43	42
Thinking Skills	57	56	52	52	52	46	46
Basic Battery	60	59	55	54	55	51	51
Complete Battery	60	59	55	54	55	52	51

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School Students – Harcourt Educational Measurement

Home school and public school students did not test in Fall 2002. State Board of Education moved testing from fall to spring.

HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 5 - State Summary – Home School and Public School Students

Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public	*Home*	Public	*Home*	Public	*Home*	Public	*Home*	Public
Total Reading	*67*	49	*59*	49	*59*	50	*57*	51	*57*	52
Vocabulary	*67*	51	*60*	51	*61*	52	*57*	53	*58*	53
Reading Comprehension	*64*	47	*57*	47	*55*	48	*55*	50	*55*	51
Total Mathematics	*54*	40	*50*	41	*47*	44	*48*	48	*45*	49
Problem Solving	*55*	44	*50*	46	*48*	48	*48*	52	*48*	54
Procedures	*54*	38	*52*	39	*47*	41	*49*	44	*44*	45
Language	*57*	46	*51*	46	*50*	48	*48*	50	*47*	51
Language Mechanics	*53*	48	*47*	49	*47*	50	*44*	52	*43*	52
Language Expression	*63*	45	*57*	45	*55*	47	*55*	50	*54*	51
Spelling	*50*	51	*47*	51	*46*	51	*42*	52	*43*	53
Study Skills	*55*	50	*52*	49	*48*	50	*46*	52	*43*	51
Science	*65*	44	*61*	45	*60*	45	*62*	46	*58*	46
Social Science	*63*	46	*56*	45	*53*	45	*55*	45	*52*	44
Listening	*65*	46	*56*	45	*57*	45	*55*	47	*56*	47
Using Information	*61*	47	*56*	46	*54*	47	*53*	49	*50*	49
Thinking Skills	*65*	44	*59*	44	*57*	45	*56*	47	*55*	47
Basic Battery	*59*	47	*54*	47	*53*	48	*51*	50	*50*	51
Complete Battery	*61*	47	*55*	47	*54*	48	*53*	50	*52*	50

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School and Public School Students – Harcourt Educational Measurement

HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 7 - State Summary – Home School and Public School Students

Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public	*Home*	Public	*Home*	Public	*Home*	Public	*Home*	Public
Total Reading	*69*	46	*65*	46	*65*	47	*64*	48	*65*	48
Vocabulary	*70*	46	*68*	47	*68*	48	*67*	49	*68*	49
Reading Comprehension	*65*	45	*60*	46	*61*	46	*60*	47	*60*	47
Total Mathematics	*56*	44	*54*	45	*55*	47	*54*	50	*53*	51
Problem Solving	*58*	49	*54*	50	*56*	52	*55*	55	*56*	57
Procedures	*54*	40	*55*	40	*54*	42	*54*	44	*50*	44
Language	*58*	45	*56*	45	*56*	47	*56*	49	*55*	49
Language Mechanics	*53*	44	*51*	45	*50*	48	*50*	49	*50*	49
Language Expression	*62*	47	*61*	47	*61*	49	*61*	50	*59*	52
Spelling	*53*	49	*53*	48	*52*	49	*51*	50	*51*	50
Study Skills	*56*	51	*55*	50	*53*	51	*54*	52	*55*	52
Science	*63*	55	*59*	55	*61*	56	*61*	57	*62*	56
Social Science	*61*	50	*58*	49	*59*	50	*59*	50	*59*	50
Listening	*67*	54	*65*	54	*68*	55	*66*	56	*68*	56
Using Information	*57*	50	*55*	49	*55*	50	*55*	51	*56*	51
Thinking Skills	*63*	48	*61*	48	*61*	49	*60*	50	*60*	51
Basic Battery	*61*	48	*59*	48	*59*	49	*59*	50	*58*	51
Complete Battery	*61*	49	*59*	49	*59*	50	*59*	51	*59*	51

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School and Public School Students – Harcourt Educational Measurement

HOME SCHOOL OFFICE

Arkansas Department of Education

Grade 10 - State Summary – Home School and Public School Students

Comparative Analysis of Fall 1997 to Fall 2001 Stanford 9 Test Scores

SUBTEST AND TOTALS	FALL 1997 *(NPR)		FALL 1998 *(NPR)		FALL 1999 *(NPR)		FALL 2000 *(NPR)		FALL 2001 *(NPR)	
	Home	Public	*Home*	Public	*Home*	Public	*Home*	Public	*Home*	Public
Total Reading	*65*	43	*67*	43	*63*	44	*60*	43	*61*	44
Vocabulary	*66*	49	*67*	48	*63*	48	*61*	48	*61*	49
Reading Comprehension	*63*	42	*64*	42	*61*	43	*57*	42	*60*	43
Mathematics	*53*	51	*49*	52	*45*	54	*48*	56	*47*	58
Language	*61*	45	*58*	46	*55*	47	*54*	48	*55*	49
Language Mechanics	*58*	45	*56*	45	*53*	47	*52*	47	*52*	47
Language Expression	*63*	47	*61*	48	*57*	49	*56*	50	*58*	51
Spelling	*52*	45	*54*	45	*50*	47	*45*	47	*47*	47
Study Skills	*60*	48	*56*	47	*53*	48	*53*	47	*52*	47
Science	*55*	53	*56*	53	*51*	53	*52*	54	*51*	54
Social Science	*61*	50	*63*	50	*57*	52	*57*	51	*56*	51
Using Information	*54*	46	*52*	46	*48*	47	*48*	46	*47*	46
Thinking Skills	*57*	41	*56*	41	*52*	42	*52*	43	*52*	44
Basic Battery	*60*	47	*59*	47	*55*	48	*54*	48	*55*	49
Complete Battery	*60*	48	*59*	48	*55*	49	*54*	50	*55*	50

*National Percentile Rank: National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade.

Statistics from Arkansas Group Reports – Home School and Public School Students – Harcourt Educational Measurement

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2005

State Summary and Totals	Spring of 2005 Home School Percentile	Spring of 2005 Public Percentile	Difference
Reading Comprehension 3rd grade Total	0.61	0.62	-0.01
Mathematics 3rd grade			
Concepts & Estimation	0.45	0.61	-0.16
Prob. Solv. & Data Interp.	0.48	0.60	-0.12
Reading Comprehension 4th grade Total	0.65	0.56	0.09
Mathematics 4th grade			
Concepts & Estimation	0.49	0.68	-0.19
Prob. Solv. & Data Interp.	0.52	0.63	-0.11
Reading Comprehension 5th grade Total	0.66	0.59	0.07
Mathematics 5th grade			
Concepts & Estimation	0.51	0.62	-0.11
Prob. Solv. & Data Interp.	0.53	0.60	-0.07
Reading Comprehension 6th grade Total	0.61	0.54	0.07
Mathematics 6th grade			
Concepts & Estimation	0.48	0.54	-0.06
Prob. Solv. & Data Interp.	0.52	0.55	-0.03
Reading Comprehension 7th grade Total	0.58	0.52	0.06
Mathematics 7th grade			
Concepts & Estimation	0.44	0.55	-0.11
Prob. Solv. & Data Interp.	0.52	0.54	-0.02
Reading Comprehension 8th grade Total	0.56	0.53	0.03
Mathematics 8th grade			
Concepts & Estimation	0.39	0.54	-0.15
Prob. Solv. & Data Interp.	0.49	0.49	0.00
Reading Comprehension 9th grade Total	0.60	0.52	0.08
Mathematics 9th grade			
Concepts & Problems	0.52	0.55	-0.03

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2006

State Summary and Totals	Spring of 2006 Home School percentile	Spring of 2006 Public percentile	Difference
3rd Grade			
CORE TOTAL	0.58	0.62	-0.04
COMPOSITE	**0.61**	**0.62**	-0.01
4th Grade			
CORE TOTAL	0.60	0.63	-0.03
COMPOSITE	**0.61**	**0.61**	0.00
5th Grade			
CORE TOTAL	0.61	0.59	0.02
COMPOSITE	**0.63**	**0.58**	0.05
6th Grade			
CORE TOTAL	0.55	0.51	0.04
COMPOSITE	**0.58**	**0.52**	0.06
7th Grade			
CORE TOTAL	0.54	0.48	0.06
COMPOSITE	**0.58**	**0.50**	0.08
8th Grade			
CORE TOTAL	0.55	0.47	0.08
COMPOSITE	**0.58**	**0.49**	0.09
9th Grade			
CORE TOTAL	0.58	0.49	0.09
COMPOSITE	**0.58**	**0.49**	0.09

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2007

State Summary and Totals	Spring of 2007 Home School percentile	Spring of 2007 Public percentile	Difference
3rd Grade			
CORE TOTAL	0.55	0.60	-0.05
COMPOSITE	**0.57**	**0.60**	-0.03
4th Grade			
CORE TOTAL	0.59	0.63	-0.04
COMPOSITE	**0.61**	**0.62**	-0.01
5th Grade			
CORE TOTAL	0.59	0.61	-0.02
COMPOSITE	**0.60**	**0.60**	0.00
6th Grade			
CORE TOTAL	0.56	0.51	0.05
COMPOSITE	**0.58**	**0.52**	0.06
7th Grade			
CORE TOTAL	0.55	0.50	0.05
COMPOSITE	**0.59**	**0.52**	0.07
8th Grade			
CORE TOTAL	0.55	0.47	0.08
COMPOSITE	**0.58**	**0.49**	0.09
9th Grade			
CORE TOTAL	0.58	0.49	0.09
COMPOSITE	**0.57**	**0.48**	0.09

Home School Office - Arkansas Department of Education
Home School and Public Group Comparison - 2007

State Summary and Totals	Spring of 2007 Home School percentile	Spring of 2007 Public percentile	Difference
3rd Grade			
Vocabulary	0.61	0.57	0.04
Reading Comprehension	0.61	0.60	0.01
Reading Total	0.61	0.58	0.03
Word Analysis	0.52	0.54	-0.02
Listening	0.53	0.45	0.08
Spelling	0.47	0.64	-0.17
Capitalization	0.40	0.59	-0.19
Punctuation	0.49	0.67	-0.18
Usage and Expression	0.65	0.60	0.05
Language Total	0.49	0.60	-0.11
Concepts & Estimation	0.48	0.63	-0.15
Prob. Solv. & Data Interp.	0.53	0.61	-0.08
Math Computation	0.42	0.58	-0.16
Mathematics Total	0.49	0.62	-0.13
CORE TOTAL	0.55	0.60	-0.05
Social Studies	0.55	0.59	-0.04
Science	0.60	0.59	0.01
Maps and Diagrams	0.56	0.64	-0.08
Reference Materials	0.54	0.61	-0.07
Sources of Information Total	0.54	0.62	-0.08
COMPOSITE	**0.57**	**0.60**	-0.03
4th Grade			
Vocabulary	0.69	0.55	0.14
Reading Comprehension	0.67	0.62	0.05
Reading Total	0.68	0.59	0.09
Spelling	0.54	0.63	-0.09
Capitalization	0.49	0.66	-0.17
Punctuation	0.60	0.66	-0.06
Usage and Expression	0.66	0.64	0.02
Language Total	0.57	0.64	-0.07
Concepts & Estimation	0.54	0.70	-0.16
Prob. Solv. & Data Interp.	0.59	0.65	-0.06
Math Computation	0.41	0.63	-0.22
Mathematics Total	0.52	0.67	-0.15

CORE TOTAL	0.59	0.63	-0.04
Social Studies	0.63	0.58	0.05
Science	0.67	0.62	0.05
Maps and Diagrams	0.60	0.64	-0.04
Reference Materials	0.61	0.66	-0.05
Sources of Information Total	0.60	0.64	-0.04
COMPOSITE	**0.61**	**0.62**	-0.01
5th Grade			
Vocabulary	0.71	0.55	0.16
Reading Comprehension	0.66	0.60	0.06
Reading Total	0.69	0.58	0.11
Spelling	0.54	0.58	-0.04
Capitalization	0.49	0.62	-0.13
Punctuation	0.57	0.63	-0.06
Usage and Expression	0.65	0.63	0.02
Language Total	0.56	0.61	-0.05
Concepts & Estimation	0.54	0.67	-0.13
Prob. Solv. & Data Interp.	0.56	0.62	-0.06
Math Computation	0.36	0.59	-0.23
Mathematics Total	0.50	0.63	-0.13
CORE TOTAL	0.59	0.61	-0.02
Social Studies	0.62	0.55	0.07
Science	0.66	0.63	0.03
Maps and Diagrams	0.58	0.62	-0.04
Reference Materials	0.59	0.64	-0.05
Sources of Information Total	0.58	0.62	-0.04
COMPOSITE	**0.60**	**0.60**	0
6th Grade			
Vocabulary	0.69	0.45	0.24
Reading Comprehension	0.62	0.51	0.11
Reading Total	0.66	0.48	0.18
Spelling	0.49	0.49	0
Capitalization	0.48	0.50	-0.02
Punctuation	0.54	0.54	0
Usage and Expression	0.65	0.55	0.1
Language Total	0.54	0.51	0.03
Concepts & Estimation	0.53	0.58	-0.05

Prob. Solv. & Data Interp.	0.54	0.57	-0.03
Math Computation	0.37	0.48	-0.11
Mathematics Total	0.48	0.55	-0.07
CORE TOTAL	0.56	0.51	0.05
Social Studies	0.59	0.50	0.09
Science	0.65	0.56	0.09
Maps and Diagrams	0.57	0.55	0.02
Reference Materials	0.57	0.54	0.03
Sources of Information Total	0.57	0.54	0.03
COMPOSITE	**0.58**	**0.52**	0.06
7th Grade			
Vocabulary	0.70	0.48	0.22
Reading Comprehension	0.62	0.52	0.1
Reading Total	0.66	0.51	0.15
Spelling	0.48	0.49	-0.01
Capitalization	0.48	0.47	0.01
Punctuation	0.53	0.51	0.02
Usage and Expression	0.64	0.52	0.12
Language Total	0.54	0.49	0.05
Concepts & Estimation	0.47	0.58	-0.11
Prob. Solv. & Data Interp.	0.56	0.57	-0.01
Math Computation	0.38	0.43	-0.05
Mathematics Total	0.47	0.54	-0.07
CORE TOTAL	0.55	0.50	0.05
Social Studies	0.61	0.51	0.1
Science	0.65	0.58	0.07
Maps and Diagrams	0.58	0.57	0.01
Reference Materials	0.57	0.53	0.04
Sources of Information Total	0.57	0.54	0.03
COMPOSITE	**0.59**	**0.52**	0.07
8th Grade			
Vocabulary	0.67	0.44	0.23
Reading Comprehension	0.61	0.50	0.11
Reading Total	0.65	0.49	0.16
Spelling	0.48	0.44	0.04
Capitalization	0.50	0.45	0.05
Punctuation	0.53	0.47	0.06
Usage and Expression	0.60	0.48	0.12

Language Total	0.54	0.45	0.09
Concepts & Estimation	0.46	0.55	-0.09
Prob. Solv. & Data Interp.	0.56	0.51	0.05
Math Computation	0.37	0.39	-0.02
Mathematics Total	0.48	0.49	-0.01
CORE TOTAL	0.55	0.47	0.08
Social Studies	0.59	0.47	0.12
Science	0.63	0.55	0.08
Maps and Diagrams	0.56	0.52	0.04
Reference Materials	0.55	0.50	0.05
Sources of Information Total	0.55	0.51	0.04
COMPOSITE	**0.58**	**0.49**	0.09
9th Grade			
Vocabulary	0.63	0.42	0.21
Reading Comprehension	0.62	0.47	0.15
Reading Comprehension Total	0.64	0.46	0.18
Spelling	0.51	0.46	0.05
Revising Written Material	0.57	0.49	0.08
Concepts & Problem Solving	0.54	0.53	0.01
Computation	0.37	0.43	-0.06
Mathematics Total	0.49	0.49	0
CORE TOTAL	0.58	0.49	0.09
Social Studies	0.57	0.47	0.1
Science	0.61	0.50	0.11
Sources of Information	0.49	0.44	0.05
COMPOSITE	**0.57**	**0.48**	0.09

FILE FORMS EVERY YEAR: **PART A AND B must be returned to the Superintendent's Office EACH YEAR no later than August 15,** or by December 15 to begin home schooling the second semester, or during the year with a 14-calendar day waiting period. The Superintendent or local School Board has the authority to waive the 14-day waiting period.

2007-2008 School Year

(Do not modify/revise ADE forms)

District LEA # _____
(District use only)

Notice of Intent to Home School

Arkansas Department of Education-Home School Office (501) 682-1874

TESTING: State law requires that home school students in grades 3 through 9 test every year. The tentative test dates for home school students will be April 2008. Parents/legal guardians that are registered for the current school year will receive written notification of the test dates, times and site. Please notify the Arkansas Home School Testing Office if there is a change in address.

PART A – Please print (forms must be legible to be accepted)

In accordance with the procedures established for the Implementation of Act 1117 of 1999, I/we hereby **give notice to** _____, **Superintendent** of the

_____ **School District**, _____ **County**, of my/our intent to provide home instruction to my/our own child(ren) located at:

_____, _____, AR _____, **beginning** _____.

Print or Type Parent's Address **City** **Zip** **(Month/Day/Year)**

Parent's mailing address if different from above: _____ **(for mailing test notification/results)**

Further, I/we agree that my/our child(ren) will take a nationally recognized standardized achievement test as required in A.C.A. 6-15-504. The test will be administered to students in grades 3 through 9 during the testing window for the current school year. The Arkansas Department of Education recommends that you notify the local school district of any change of address or you discontinue to home school. ***In order to maintain legal home school status, current year forms must be filed every year by the established deadlines. During the school year, new forms must be submitted within 30 days of the parent(s) moving to a new school district.***

2007-2008

PRINT *name of* parent/guardian _____ *Phone Number (Optional)* _____ *Occupation (Optional)* _____ **Today's Date** _____

No approval letter or curriculum will be sent.

Student Information

Name of School Last Attended:

PRINT or TYPE STUDENT'S NAME				Date of Birth	Sex (Circle one)	GRADE LEVEL COMPLETED LAST SCHOOL YEAR (Circle one)	GRADE LEVEL STUDENT IS IN THIS YEAR STUDENTS IN GRADES 3 through 9 MUST TEST (Testing - April 2008)	Permanently Exempt from Home School Testing *Per Home School Test Coordinator* Place check in box	Type of School Last Attended (Circle one)
Student has an IEP on file	FIRST	MI	LAST	Month/Day/Year					
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Public Private Parochial Home

Arkansas Code Annotated § 6-15-501 through § 6-15-508

PARENTS/LEGAL GUARDIANS MUST FILE UPDATED FORMS EVERY YEAR Form Revised May 2007

Curriculum (Required information: DISTRICT OFFICE, do not accept this form if this section is blank.)

Give a brief description of the basic core curriculum to be used and include **a list of the subjects to be taught**.

Class Schedule (Required information: DISTRICT OFFICE, do not accept this form if this section is blank.)

Describe the schedule planned for your home school. ***(Include the hours per day, days per week, number of weeks)***

2007-2008

Educational Qualifications of Parent/Teacher(s) (Required information, do not leave blank)

(Circle the highest level of educational attainment.)

Print or Type **Name of Parent/ Guardian**	**Parent/Guardian (Circle one)**	**School (Circle one)**	**College (Circle one)**	**Degree (BA, etc.)**	**Name & Address of Institution**
	Parent Guardian	6 7 8 9 10 11 12 H.S. Grad.	1 2 3 4 Col. Grad.		
	Parent Guardian	6 7 8 9 10 11 12 H.S. Grad.	1 2 3 4 Col. Grad.		

***** PARENTS/LEGAL GUARDIANS MUST FILE UPDATED FORMS EVERY YEAR. *****

DRIVER'S PERMIT/LICENSE SECTION: *This section applies only to parents that would like for their child to apply for a driver's permit or license during the 2007-2008 year.*

Arkansas Department of Education Rules and Regulations Governing Home Schools 10.00 States: " A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent to Home School. The parent/guardian has the responsibility of providing the notarized copy."

Please call the Home School Office at 501-682-1874 if you have questions. The Notary may require the parent/guardian to sign above their signature on the front of this form and may request a picture ID from the parent/guardian.

Notary Seal

Signature of Notary Date

Form Revised May 2007

Arkansas Code Annotated § 6-15-501 through § 6-15-508

Part B *Notice of Intent to Home School and Waiver forms must be filed every year by the established deadlines.*

HOME SCHOOL WAIVER FORM

(Do not modify/revise form)

Arkansas Code Annotated § 6-15-503, as amended by Act 1117 of 1999, requires that parents and guardians who wish to home school their children, sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parent or guardian chooses to home school.

By my signature below, I hereby certify and agree as follows:

1) I am the parent or legal guardian of the child(ren) listed below.

2) I have fully read and understand the terms of this waiver.

3) As of the date I sign this waiver, I hereby acknowledge that the State of Arkansas is not liable for the education of the child(ren) listed below during the time I choose to home school the child(ren).

STUDENT'S NAME	DATE OF BIRTH

_____ _____

Signature of Parent/Guardian Date

_____ _____

Address Phone

_____

City, State, Zip

(Revised June 1999)

ARCHIVO EL FORMULARIO CADA AÑO: PARTE A Y B se debe volver a la oficina del superintendente CADA AÑO no más adelante que del 15 de agosto, o antes del 15 de diciembre a comenzar a enseñar en la casa en el segundo semestre, o durante el año con un periodo de espera del 14 días. El superintendente o la junta local de la escuela tienen la autoridad para renunciar el período de espera de 14-días.

2007-2008 Año Escolar

(No modifique/revise formularios del ADE)

Distrito LEA # _____

(Uso oficial)

EXAMÉN: La ley de estado requiere que los estudiantes participantes en enseñanza casera en los grados 3 a 9 prueben cada año. Las fechas de prueba tentativas para los estudiantes de enseñanza caseras serán abril de 2008. Los guardián/padres que hayan registrado para el año escolar actual recibirán la notificación escrita de las fechas, de los tiempos y del sitio de prueba. Por favor notifique la Oficina de Comprobación de Enseñanza Casera del Arkansas.

Aviso del Intento a Enseñaza Casera

Departamento de Educación del Arkansas - Oficina de Enseñaza Casera (501) 682-1874

PARTE A – Por favor escriba legiblemente (el formulario debe ser legible para ser aceptado)

De acuerdo con los procedimientos establecidos para la Implementación del Acto 1117 de 1999, Yo/Nosotros **damos aviso a** _____, **Superintendente** del

Distrito Escolar _____, **en el Condado** _____, de mio/nuestro intento de proporcionar instrucción casera a mio/nuestro hijo/a (s).

localizado en _____, _____, AR _____, **comenzando** _____.

Escriba a mano o a maquina la dirección de su casa **Ciudad** **Código Postal** **(Mes/Día/Año)**

Dirección (postal) si es diferente de arriba: _____ **(para envío de notificación/resultados del examen)**

Además, yo/nosotros aceptamos que mio/nuestros hijo/a(s) tomará una prueba estandardizada nacionalmente reconocida como requerida en A.C.A. 6-15-504. La prueba será administrada a los estudiantes en los grados 3 a 9 durante el año escolar actual. El Departamento de Educación del Arkansas recomienda que usted notifique el districto escolar local de cualquier cambio de dirección o si yo/nosotros interrumpirán a la enseñanza casera. ***Para mantenerse legalmente como estudiante de la enseñanza casera, formularios actuales deben ser archivados cada año antes de los plazos establecidos. Durante el año escolar, nuevo formularios deben ser sometidos en el plazo de 30 días de la mudanza de los padres a un districto escolar nuevo.***

ESCRIBA el nombre del padre/guardian _____ *Teléfono (Opcional)* _____ *Ocupación (Opcional)* _____ *Fecha* _____

No carta de aprovación o plano de estudio será enviado.

Información del Estudiante

Nombre de la última escuela atendida:

ESCRIBA NOMBRE DEL ESTUDIANTE									
Estudiante tiene IEP archivado	**PRIMER NOMBRE**	**INICIAL DE SEGUNDO NOMBRE**	**APELLIDO**	**Fecha de Nacimiento Mes/Día/Año**	**Sexo (Circule uno)**	**NIVEL DEL GRADO COMPLETADO EN EL ÚLTIMO ANO ESCOLAR (Circule uno)**	**NIVEL DEL GRADO EL ESTUDIANTE ESTA EN ESTE ANO ESTUDIANTES ENTRE 3 Y 9 GRADOS DEBEN PARTICIPAR DEL EXAMÉN (Examén - Abril 2008)**	**Permanentemente Exento del Examen para Estudiante en Escuela Casera** *Por el Coordinador de Examen para Estudiantes de Escuela Casera* **Marque la caja**	**Tipo de la Última Escuela Atendida (Circule uno)**
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11			Publico Parroquial Privado Casa

El Código Anotado del Arkansas § 6-15-501 a el § 6-15-508

PADRE O GUARDIÁN LEGAL DEBE ARCHIVAR FORMULARIO ACTUALIZADO CADA ANO

Formulario Revisado Mayo 2007

Plano de Estudio (información requerida: LA OFICINA DE DISTRICTO, **no ira acepta este formulario si esta sección está en blanco.**) Dé una breve descripción del plano de estudios que se utilizará e **incluya una lista de los temas que se enseñarán**.

Horario de la Clase (información requerida: LA OFICINA DE DISTRICTO, **no ira acepta este formulario si esta sección está en blanco**.) Describa el horario previsto que usted ira enseñar tu hijo/a (s). *(Incluya las horas por día, días por semana, y el número de semanas)*

2007-2008

Calificación Educacional del Padre/Maestro(s) (Información Requerida, no deje en blanco)
(Circule el nivel más alto de educación alcanzado.)

Escriba **el Nombre del Padre/ Guardián**	**Padre/Guardián (Circule uno)**	**Escuela (Circule uno)**	**Universidad (Circule uno)**	**Titulo Académico**	**Nombre y dirección de la institución**
	Padre Guardian	6 7 8 9 10 11 12 Graduado Escuela secundaria	1 2 3 4 Grad.		
	Padre Guardian	6 7 8 9 10 11 12 Graduado Escuela secundaria	1 2 3 4 Grad.		

***** PADRE O GUARDIÁN LEGAL DEBE ARCHIVAR FORMULARIO ACTUALIZADO CADA AÑO. *****

SECCIÓN PARA LICENCIA DEL CONDUCTOR: *Esta sección se aplica solamente para los padres que gustarían que tu hijo(a) solicite el permiso/licencia del conductor durante el ano escolar de 2007-2008.* **Las Reglas y Regulaciones del Departamento de Educación del Arkansas que gobiernan el programa de enseñaza casera 10.00 afirma: "Un estudiante alistado en el programa de enseñaza casera debe presentar prueba de enseñanza en la forma de una copia certificada del Aviso del Intento a Enseñaza Casera. El padre/guardián tiene la responsabilidad de proporcionar una copia certificada."**
Por favor llame a la Oficina de Enseñanza Casera en 501-682-1874 si usted tiene preguntas. El Notario puede requerir que el padre/guardián firme arriba de su firma en el primer pagina del formulario y puede requerir la identidad del padre/guardián.

Sello del Notario

Formulario Revisado Mayo 2007

Firma del Notario Fecha

Parte B ***Aviso del Intento a Enseñanza Casera y formulario de Renuncia deben ser archivados cada ano antes de los plazos establecidos.***

FORMULARIO DE RENUNCIA – ENSEÑANZA CASERA

(No modifique/revise formularios)

El Código Anotado del Arkansas § 6-15-503, según la enmienda prevista por el Acto 1117 de 1999, requiere que los padres y guardián que desean a enseñar tu niño(s) en casa, deben firmar una renuncia reconociendo que el Estado del Arkansas no es responsible por la educación de mi niño(s) durante el periodo que yo, el padre/guardián elige a enseñaza casera.

Por mía firma abajo, yo certifico y acepto que:

1) Soy el padre o guardián legal del niño (s) enumerado abajo.

2) Yo he leído y entendido los termos de esta renuncia.

3) Desde la fecha yo firme esta renuncia, por este medio yo reconozco que el Estado del Arkansas no es responsible por la educación del niño(s) enumerado abajo durante el tiempo que yo elijo a enseña mio niño(s) en casa.

NOMBRE DEL ESTUDIANTES	FECHA DE NACIMIENTO

Firma del Padre/Guardian Fecha

Dirección Teléfono

Ciudad, Estado, Código Postal

(Revisado Mayo 2007)

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR SOCIAL STUDIES, GRADES K-8

After carefully examining the samples submitted to us, we the undersigned members of the state selecting committee for social studies, grades K-8 recommend that the State Board of Education adopt the textbooks and other instructional materials submitted for adoption by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL

American Legacy
Grades K, 1,2 & 5
Glencoe/McGraw Hill
Journey Across Time: The Early Ages
Journey Across Time
Harcourt School Publishers, All
Holt, Rinehart & Winston
Holt Social Studies: World History
World History: Ancient Civilizations
Houghton Mifflin Company
Social Studies Pre K-6th Grade
Historia Y Ciencias Sociales K-5
McDougal Littell
World History: Ancient Civilizations, Medieval and Early Modern Times
Pearson/AGS/Globe
Globe Fearon World History
Pacemaker World History
Pearson/Prentice Hall
History of Our World: The Early Ages
History of Our World: Survey
Scott Foresman,

RECOMMENDED SUPPLEMENTAL

About Books Educational Service
American Legacy
Grade Levels 4 & 6
The Exploration Company
Glencoe/McGraw Hill
Exploring Our World
Exploring Our World: Eastern Hemisphere
Exploring Our World: Western Hemisphere
Holt, Rinehart & Winston
Holt Social Studies: World Geography
Knowledge Matters
McDougal Littell
American History
National Geographic/Hampton Brown
Nystrom/Herff Jones Education Division
Rand McNally & Company
Red Brick Learning
Rosen Publishing Group
Teacher Created Materials
Wright Group/McGraw-Hill
Amazing Americans
Springboard Books
Explorers
Gear Up!

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR
SOCIAL STUDIES, GRADES K-8, Continued

NOT RECOMMENDED

American Legacy
Democracy Studies Weekly
World Community Studies
Evan-Moor Educational Publishers
Materials were not received for evaluation
Glencoe/McGraw Hill
The American Journey
The American Republic To 1877
Holt, Rinehart & Winston
United States History
United States History, Beginnings to 1877
United States History, Civil War to Present
Houghton Mifflin Company
Historia de Estados Unidos, Grade 6
Pacific Learning
Pearson/ AGS/Globe
History of Our Nation, Beginnings to 1920
Globe Fearon American History
Pearson/Prentice Hall
America: History of Our Nation, Beginnings thru 1877
America: History of Our Nation Survey
America: History of Our Nation, Civil War to Present
School Media, Inc.
Materials were not received for evaluation
Wright Group/McGraw-Hill
Contemporary's World History
Contemporary's American History 1
Contemporary's American History 2

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR

SOCIAL STUDIES, GRADES 9-12

After carefully examining the samples submitted to us, we the undersigned members of the state selecting committee for social studies, grades 9-12 recommend that the State Board of Education adopt the textbooks and other instructional materials submitted for adoption consideration by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL

Bedford, Freeman & Worth
EMC Corporation
Glencoe/McGraw-Hill, with one exception
Holt, Rinehart & Winston
McDougal Littell
Pearson/Prentice Hall
Thomson Learning
Wright Group

RECOMMENDED SUPPLEMENTAL

Arkansas Democrat Gazette
Glencoe/McGraw-Hill
Economics Today & Tomorrow
Great source Education Group
Nystrom/Herff Jones
Peason/AGS/Globe
Pearson Prentice Hall
American Government: Readings and Cases
Signal Media

NOT RECOMMENDED

About Books Educational Service
New Reader Press
Committees did not receive materials.
Vantage Press
Committees did not receive materials.

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR ARKANSAS HISTORY, GRADES K-12
2008-2014

After carefully examining the samples submitted to us, we the undersigned members of the state selecting committee for Arkansas History, grades K-12 recommend that the State Board of Education adopt the textbooks and other instructional materials submitted for adoption consideration by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED
BASAL

Archeological Assessments
Butler Center
Gibbs Smith, Inc.
University of Arkansas Press

RECOMMENDED
SUPPLEMENTAL

About Books Educational Service
Archeological Assessments
League of Women Voters of Arkansas
Signal Media

NOT RECOMMENDED

About Books Educational Service
Arkansas: All About Me: Kindergarten Program
(Did not receive)

RECOMMENDATIONS OF THE STATE SELECTING COMMITTEE FOR DRIVER EDUCATION, GRADES 9-12
2008-2014

After carefully examining the samples submitted to us, we the undersigned members of the state selecting committee for Arkansas History, grades K-12 recommend that the State Board of Education adopt the textbooks and other instructional materials submitted for adoption consideration by the following publishing companies.

The publishers are listed alphabetically with no regard to the rank of the textbook and/or other instructional material.

RECOMMENDED BASAL	NOT RECOMMENDED
Pearson/Prentice Hall	Glencoe/McGraw-Hill Thomson Learning/Delmar

SOCIAL STUDIES SELECTING COMMITTEE, GRADES K-8

2008-2014

RECOMMENDATIONS WITH

STRENGTHS & WEAKNESSES

Publisher: American Legacy

Title: Kindergarten Studies Weekly **ISBN Number: 15503854**

Grade Level: K

Program Description: Newspaper format social studies materials

Strengths: Lesson plans and teachers guide very teacher friendly
Meets framework
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used over year to year
NCSS Best practices followed

Weaknesses: Teacher material could be combined in one binder or on a CD for Organization and ease of use
No additional resources or supplemental material

Recommend: ____Highly ____ **Not recommended: _____**

Publisher: American Legacy

Title: First Grade Studies Weekly **ISBN Number: 15503062**

Grade Level: 1

Program Description: Newspaper format social studies materials

Strengths: Lesson plans and teachers guide very teacher friendly
Meets framework
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used over year to year
NCSS Best practices followed

Weaknesses: Teacher material could be combined in one binder or on a CD for organization and ease of use. No additional resources or supplemental material

Recommend: ____Highly ____ **Not recommended: _____**

Publisher: **American Legacy**

Title: Second Grade Studies Weekly **ISBN Number: 15503072**

Grade Level: 2
Program Description: Newspaper format social studies materials

Strengths: Lesson plans and teachers guide very teacher friendly
Meets framework
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used year to year
NCSS Best practices followed

Weaknesses: Teacher material could be combined in one binder or on a CD for organization. No additional teacher resources or supplemental material

Recommend: ____Highly ____ **Not recommended: _____**

Publisher: **American Legacy**

Title: Democracy Studies Weekly **ISBN Number: Pending**

Grade Level: 3

Program Description: Did not receive but was on bid list as pending

Publisher: **American Legacy**

Title: World Community Studies **ISBN Number: 15440079**

Grade Level: 3

Program Description: Newspaper format social studies materials

Strengths:

Weaknesses: Does NOT MEET NEW FRAMEWORK. Third grade framework is, for the most part US and Arkansas specific in the civics and history strands.

Recommend: ____Not Recommended: ___X_____

Publisher: **American Legacy**

Title: **Arkansas** **ISBN Number: 15348245**

Grade Level: 4

Program Description: Newspaper format social studies materials

Strengths: **Lesson plans and teachers guide very teacher friendly**
Meets framework
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used year to year
Best practices followed

Weaknesses: **Teacher material could be combined in one binder or on a CD for organization**
No supplemental resources available

Recommend: **Highly as SUPPLEMENTAL for ANY grade level teaching AR history**
Not Recommended: _____

Publisher: **American Legacy**

Title: **USA Studies Weekly Explorers to Present** **ISBN Number: 15440192**

Grade Level: 5

Program Description: Newspaper format social studies materials

American Legacy, cont.

Strengths: **Lesson plans and teachers guide very teacher friendly**
Meets framework
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used year to year
Best practices followed

Weaknesses: **Teacher material could be combined in one binder or on a CD for organization**

Unclear if this is stand alone for 5th OR 6th grade or would it need to be shared by 5th and 6th to meet the new standards

Recommend: **To be shared between the 5th and 6th grade**
Not Recommended: _____

Publisher: **American Legacy**

Title: World History Studies Weekly **ISBN Number: 15448082**

Grade Level: 6

Program Description: Newspaper format social studies materials

Strengths: Lesson plans and teachers guide very teacher friendly
Interdisciplinary connections (especially literacy)
High interest content
Don't have to worry about lost books
Current Events in every issue
Could be cost effective if used year to year
Best practices followed

Weaknesses: Teacher material could be combined in one binder or on a CD for Organization and ease of use.
There are no supplemental materials.
The 6th grade framework no longer includes world history as the primary content in the history strand. Therefore, this does not meet the framework criteria.

Recommend: ____Highly__as a 7th grade AND 8th grade supplement OR basal
NOT Recommended as 6th grade basal series due to not fitting new framework

Publisher: **GLENCOE/MCGRAW HILL**

Title: Journey Across Time ISBN Number: 0078750474 0078750504

Grade Level: 6-8

Program Description: World History Basal Text

Strengths: Partnered with National Geographic. This text has a wonderful quality of maps and pictures. It will meet 7th and 8th grade framework. Follows Best Practices

Weaknesses: Not enough interdisciplinary connections
Economic Connections appear somewhat lacking
Arkansas support appears somewhat lacking
Early Ages Edition of the text only meets 7th grade framework – NOT 8th
Districts will need to decide if they will use the same survey book for both grades or if they will use Early Ages in 7th and survey in 8th.

Recommend: _____XX_____ **Not Recommended: _____**

Publisher: **GLENCOE/MCGRAW HILL**

Title: **Exploring Our World** **ISBN Number: 0078745780 0078745802 0078745764**

Grade Level: 6-8

Program Description: Geography Social Studies Basal Text

Strengths:

Partnered with National Geographic
Wonderful quality of maps and pictures
NCSS Best Practices
In depth geography information, would be a great supplement to grades 6-8

Weaknesses: Geography is not taught as a separate discipline in any grade level according to the new framework

Recommend: _____XX___AS SUPPLEMENTAL BUT NOT BASAL

Publisher: **GLENCOE/MCGRAW HILL**

Title: The American Journey **ISBN Number: 0078743893**

Grade Level: 6-8

Program Description: American History Survey Social Studies Basal Text

Strengths:

Partnered with National Geographic
Wonderful quality of maps and pictures
NCSS Best Practices
HOT and Critical Thinking skills

Weaknesses:

Book is written for 8th graders and DID meet our previous framework.
The instructional reading level is too advanced for 5th and 6th grade where American history framework is addressed

Recommended: _____ Not Recommended: _____XXX_____

Publisher: **GLENCOE/MCGRAW HILL**

Title: The American Republic to 1877 **ISBN Number: 0078746752**

Grade Level: 6-8

Program Description: Social Studies Basal Text

Strengths: Partnered with National Geographic
Gives wonderful quality of maps and pictures
NCSSBest Practices

Weaknesses: Book is written for 8th graders and DID meet our previous framework.
The instructional reading level is too advanced for 5th and 6th grade where American history framework is addressed.

Recommended: _____ Not Recommended: _____XXX_____

Publisher: HARCOURT SCHOOL PUBLISHERS

Title: Social Studies basal series K-6 ISBN Number: (pages 1- 20 on bid list)

Grade Level: Kindergarten through 6th grade

Program Description: A social studies basal text series with supplemental materials

Strengths: **High interest**
Could be used in elementary as a reading text
Strong interdisciplinary connections
HOT and critical thinking skills, activities, and assessments
Addresses needs of all students
ESL Support
Matches AR framework

Weaknesses: Very intensive teacher training and considerable professional development would be needed to maximize this program. Publisher and sales representative should follow through so that all the materials can be utilized to the fullest potential.

Recommend: _____HIGHLY __ Not recommended: _____

Publisher: HOLT, RINEHART & WINSTON

Title: US History **ISBN Number: 0030435544 - 0030454123**

Grade Level: 6-8

Program Description: American History survey course

Strengths: An outstanding text for 8th grade level or above
Weaknesses: Much too advanced instructional reading level for the 5th 6th grade students

Recommend: _____ Not Recommended: ___XXXX_____

Publisher: HOLT, RINEHART, WINSTON

Title: US History, Beginnings to 1877 **ISBN Number: 0030428882 to 0030454123**

Grade Level: 6-8

Program Description: US History to 1877

Strengths: Content does fit the 5th grade new framework for the history strand

Weaknesses: The reading instructional level is not grade level appropriate for the 5th grade new framework

Recommend: _____ Not Recommended: _____XXX_____

Publisher: HOLT, RINEHART, WINSTON

Title: US History Civil War to Present **ISBN Number: 0030435188 to 0030454123**

Grade Level: 6-8

Program Description: US History from 1860 to modern times

Strengths: Content does fit 6th grade framework

Weaknesses: Instructional reading level too high for 6th grade students

Recommend: _____ Not Recommended: ___XXX_____

Publisher: HOLT, RINEHART, WINSTON

Title: World History **ISBN Number: 9780030939648 to 0030654415**

Grade Level: 6-8

Program Description: Survey of World History Ancient to Modern

Strengths:
Could be used in both 7th and 8th grade
Aligned with Pre-AP strategies
Technology
Literacy Connections
Illustrations
Level very appropriate for 6-8

Weaknesses:
Where is the AR support?
Districts would need to decide if the survey book is o.k. to use in both 7th and 8th grade

Recommend: _____XX_____ Not Recommended: _____

Publisher: HOLT, RINEHART, WINSTON

Title: World Geography **ISBN Number: 0030780187 to 0030654416**

Grade Level: 6-8

Program Description: Survey of World Geography

Strengths:
Online support for students
Maps, charts, graphs
Does address many SLE's in the geography strand on various grade levels

Weaknesses: Does not align with framework due to geography not being taught as a separate course in AR according to the new framework

Recommend: _____ONLY AS SUPPLEMENTAL MATERIAL, NOT BASAL_____

Not Recommended: _____

Publisher: HOLT, RINEHART, WINSTON

Title: World History, Ancient Civilization **ISBN Number: 9780030940347 to 0030654416**

Grade Level: 6-8

Program Description: World history of ancient civilizations

Strengths: Readability level and high interest
Great for 7th graders with lower reading ability

Weaknesses: Might be below grade level for some stronger readers in 7th grade

Recommend: ___XX_____ **Not Recommended: _____**

Publisher: HOUGHTON MIFFLIN COMPANY

Title: Social Studies Pre-K – 4 **ISBN Number: 9780618499021 to 9780618503148**

Grade Level: Pre-K to 4

Program Description: Social studies basal series with AR support

Strengths: Reading support
Literacy support
Layout and attractiveness
Charts, maps, graphs

Weaknesses: None noted by the committee.

Recommend: __XXX_____ **Not Recommended: _____**

Publisher: Houghton Mifflin

Title: <u>US History – The Early Years</u> ISBN Number: 9780618830947 to 9780618750733

Grade Level: 5th

Program Description: US History through the Civil War

Strengths:
- **AR Support**
- **Frameworks addressed**
- **Organization**
- **Strands are all covered**
- **Ease of Use**
- **Sets of interesting literature leveled books**
- **Biography series is outstanding**

Weaknesses: Student text is very large

Recommend: ___HIGHLY____ Not Recommended: _____

Publisher: HOUGHTON MIFFLIN

Title: <u>American History: Civil War to Today</u> ISBN: 9780618830954 to 9780618503148

Grade Level: 6

Program Description: US History 1860- present

Strengths:
- **Great supplemental support – audio, video, graphic organizer, outline maps**
- **Focus on historical figures**
- **Unit Wrap up**
- **Writing prompts**
- **Assessments – skills lesson, unit tests**
- **ESL support**

Weaknesses: None noted by committee

Recommend: ____XXX_____ Not Recommended: _____

Publisher: HOUGHTON MIFFLIN

Title: <u>HISTORIA Y CIENCIAS SOCIALES 2007</u> ISBN: 9780618658381 to 9780618632015

Grade Level: K-5

Program Description: Social Studies in Spanish language for K-5

Strengths: This would be good for school districts needing bilingual (Spanish) education in the content areas.

Weaknesses: No committee member could speak Spanish

Recommend: __XXX_____ Not Recommended: _____

Publisher: HOUGHTON MIFFLIN

Title: Historia de Estados Unidos ISBN Number: 9780618539901 to 9780618632015

Grade Level: 6-8

Program Description: US History Survey written in Spanish

Strengths:

Weaknesses: This text APPEARS to be the same text as the US History survey text written in English. This text seems to be written on approximately an 8th grade reading level. In AR our new framework for American history is for 5th and 6th graders. Therefore, we cannot recommend this text for the American history. The 6th grade framework addresses 2nd part of US History so a survey is not needed.

Recommend: _____ Not Recommended: _____XX_____

Publisher: MCDOUGALL LITTEL

Title: American History ISBN Number: 9780618901340 to 9780618222025

Grade Level: 8

Program Description: American History Survey

Strengths:
- **HOT skills and activities**
- **Primary Sources and historical figures**
- **Connection of lessons to essential questions**
- **Geo game online and other online support**
- **Engaging for students**

Weaknesses: A great text if we had the framework for the American history strand still in the 8th grade. However, the instructional reading level is too advanced for 5th 6th grade students.

Recommend: ____XXX as 8th grade supplemental for the few modern American history SLE's. Committee does NOT recommend this text as a basal series in 5th 6th grade

Publisher: MCDOUGALL LITTEL

Title: World History: Ancient Civilizations and Medieval and Early Modern Times

ISBN Number: 9780618608027 to 9780618805594

Grade Level: 6-8

Program Description: World History from Ancient Civilization to Modern times

Strengths:
- **Consistency in series in 7th to 8th**
- **Addresses framework**
- **Primary sources**
- **Online support**

MCDOUGALL LITTLE, Continued
World History: Ancient Civilizations and Medieval and Early Modern Times

Weaknesses: Economic Support is not apparent
AR support is not apparent

Recommend: __XXXX NOT Recommended: _____

Publisher: PEARSON/AGS/GLOBE

Title: History of Our Nation: Beginnings to 1920

ISBN Number: 078544011 to 0785438130 Grade Level: 6-8

Program Description: US History up to 1920's

Strengths:

PEARSON/AGS/GLOBE, continued
History of Our Nation: Beginnings to 1920

Weaknesses:
Does not match all 5th 6th frameworks - 5th is from beginning to Civil War, 6th is from Reconstruction to PRESENT
Time frame covered in text does not fit 6th grade framework.

Recommend: _____ NOT Recommended: ____XXX_____

Publisher: Globe Fearon

Title: American History ISBN Number: 0130238090 to 0130239690
Grade Level: 6-8

Program Description: Survey of American Basal Series bid

Strengths: History content

Weaknesses: Instructional reading level too high for 5th where framework should be met.
Globe Fearon

Weaknesses: No connections to strands
No AR support
Older copyright date
No economic support apparent
Teacher Edition not user friendly

Recommend: _____ NOT Recommended: _____XX_____

Publisher: Globe Fearon

Title: World History **ISBN Number: 0130239925 to 0130241393**

Grade Level: 6-8

Program Description: World History Survey

Strengths: CD Rom Support
Easy to read
Reading level is 5th 6th, interest level 6th – 12th
Would be an excellent book for struggling readers
ESL support

Weaknesses: Limited support resources
AR Correlations
One text fits both 7th and 8th framework so 7th graders would see the same text again in 8th grade

Recommend: ____XXX_____ NOT Recommended

Publisher: Pearson/AGS/Globe

Title: Pacemaker World History 2002 **ISBN Number: 0130238287 to 0130240176**

Grade Level: 6-8

Program Description: World History Survey

Strengths: Reading level grades 3rd and 4th
Interest level grades 6th – 12th
An excellent text for struggling 7th or 8th grade readers
ESL Support
Would work well as a text for ELL

Weaknesses: Old copyright date
Would have to be the same text in 7th and 8th

Recommend: __XX_____ NOT Recommended: _____

Publisher: Pearson/Prentice Hall

Title: History of Our World: The Early Ages and Survey

ISBN Number: 013365315 to 0133652610

Grade Level: 6-8

Program Description: World history texts. One is Early Ages and the other is a survey text.

Pearson/Prentice Hall
History of Our World: The Early Ages and Survey, cont. …

Strengths: AR Support Activities
Either one text could be used (survey) in both 7th and 8th OR districts could Adopt the Early Ages for 7th and and survey for 8th
Test prep materials
HOT questions and and activities
Support activities

Weaknesses: There is no 8th grade text for 2nd part of world history separate from the survey.

Recommend: _____XXX_____ NOT Recommended: _____

Publisher: Prentice Hall

Title: History of Our Nation; History of Our Nation Beginnings to 1877; Civil War to Present; Survey

ISBN Number: 0133653242 to 0133652610

Grade Level: 6-8

Program Description: An American history basal series with a survey, two texts divided between beginning to Civil War and Civil War to present.
Prentice Hall
History of Our Nation; History of Our Nation Beginnings to 1877; Civil War to Present; Survey, continued

Strengths: Great content and support material

Weaknesses: Instructional reading level seems to be written on an 8th or 9th grade reading level but meets the framework for 5th 6th grade in Arkansas. Committee feels this text would be too difficult for most 5th and 6th grade students where the AR framework include the American history strand. The History of our Nation survey text will be recommended as supplemental material.

Recommend: _____ NOT Recommended: __XXX_____

Publisher: Scott Foresman

Title: Social Studies K-6 Basal Text Series

ISBN Number: 0328261424 to 0328206512 (pages 55-65 on bid list)
***** SEE NOTE ON BOTTOM FOR THE 6TH GRADE TITLE *THE WORLD* TEXT**

Grade Level: K-6

Program Description: A basal social studies text series with student editions, teacher editions, and support materials

Scott Foresman
Social Studies K-6 Basal Text Series, Continued

Strengths: **Activities for HOT**
Readability
Ease of use for teachers as well as student
ESL support
High interest
Geography strand is strong
Level readers
Pre-AP strategies
Assessments

Weaknesses: **Some of the student texts are rather large**
Will need quite a bit of teacher training to best utilize all the wonderful resources in the series (Publisher/Sales rep should be well aware of this fact)
AR Correlations are separated instead of being infused throughout TE

Recommend: __HIGHLY_____ NOT Recommended: _____
*****The 6th grade text titled *The World* is a book written on the 6th grade level. The framework; however, has been changed in Arkansas so that 7th and 8th grade have the world history framework. The above-mentioned text could still be adopted by districts but would need to be used in the 7th and 8th grades instead of 6th.**

Publisher: Wright Group

Title: Contemporary's World History hardcover with CD-Rom

ISBN Number: 9780077045203 to 9780077044947

Grade Level: 6

Program Description: Survey of World History survey text and support materials

Strengths: None noted by committee

Weaknesses:
Our experience with students tells us they would not want to give this book a second glance
Committee noted no obvious strengths for AR framework
Does not meet the 6th grade framework

Weaknesses:
Teacher committee could not find enough strengths in this text to recommend it for 7th and 8th even though the framework strand for history addresses world history.
No economic support noted
Lack of sufficient literacy connection

Recommend: _____ NOT Recommended: __XX_____

Publisher: Wright Group McGraw Hill

Title: Contemporary's American History 1 and 2

ISBN Number: 9780077045142 to 9780077045180

Grade Level: 8

Program Description: American History survey basal

Strengths: No obvious strengths to the AR framework noted by committee

Weaknesses: Does not meet new 8th grade framework
Instructional reading level is not appropriate for 5th 6th grade

Recommend: _____ NOT Recommended: ____XX_____

Publisher: About Books Educational Services

Title: SUPPLEMENTAL MATERIALS

ISBN Number: 0150P TO MQ5013120 (Supplemental bid list pages 1-20)

Grade Level: Various K-8

Program Description: A variety of computer-based support and reference materials for all social studies strands

Strengths: Variety
Reliable companies represented (e.g. Discovery School, Weekly Reader, DK, Etc.)
Materials can be ordered as needed at various grade levels
Technology use

Weaknesses: Districts will need to watch for the copyright dates of maps and the graphs

Recommend: ___XXX_____ NOT Recommended: _____

Publisher: Evan – Moor

Title: SUPPLEMENTAL MATERIALS ISBN Number: 1557999708 to 155799952X

Grade Level: 1-6

THE COMMITTEE DID NOT RECEIVE THE MATERIALS.

Publisher: Exploration Company

Title: SUPPLEMENTAL MATERIALS ISBN Number: 0756006376 TO 0756008182

Grade Level: K-12

Program Description: Supplemental resources for all the social studies framework strands

Strengths: E-maps
Technology
Comprehensive

Weaknesses: Could be redundant with basal supplemental materials

Recommend: ___XX_____ NOT Recommended: _____

Publisher: Knowledge Matters

Title: SUPPLEMENTAL MATERIALS – VIRTUAL HISTORY

ISBN Number: 1932449191 to 1932449213

Grade Level: 5-12

Program Description: Computer program of virtual history of ancient Egypt

Strengths: Meets a part of 7th grade framework
Makes history come alive
Technology

Weaknesses: Meets Limited SLE's for AR Framework 7th Grade

Recommend: _____XX_____ NOT Recommended: _____

Publisher: National Geographic

Title: SUPPLEMENTAL MATERIAL

ISBN Number: 0736234446 to 9781426366987 (bid list pages 26-39)

Grade Level: Pre-K through 8

Program Description: Primary and secondary source materials, includes books, technology support, maps, globes, etc.

Strengths: Could be used as an entire social studies program
Strong, reliable company
Photographs
Content
QUALITY
Variety
Weaknesses: Committee noted none

Recommend: _____HIGHLY_____ NOT Recommended: _____

Publisher:

Title: SUPPLEMENTAL MAP, ATLASES, and GLOBES

ISBN Number: 0782512348 to 0782511481

Grade Level: K-8

Program Description: Supplemental maps, atlases, globes etc. to support framework

Strengths: Variety
Current
Engaging
Relief maps

Weaknesses: None noted by the committee

Recommend: _____HIGHLY_____ NOT Recommended: _____

Publisher: Pacific Learning

Title: SUPPLEMENTAL MATERIAL

ISBN Number: 1590553837 TO 0790306530
Grade Level: K-8

THE COMMITTEE MEMBERS DID NOT RECEIVE MATERIAL; A RECOMMENDATION COULD NOT BE MADE.

Publisher: Rand McNally and Company

Title: SUPPLEMENTAL MATERIALS
ISBN Number: 614121958 to 800111120 (bid list pages 42 – 54)
Grade Level: K-8

Program Description: Full series of maps, atlases, and globe related to AR framework

Strengths: Variety
Reliable, trusted, accurate company
Good quality and vivid colors (at least on the pictures in the binder)
Write on/Wipe off

Weaknesses: Committee did not receive actual samples only a binder with pictures so evaluation of some material was difficult

Recommend: __XXX _____ NOT Recommended: _____

Publisher: Red Brick Learning

Title: SUPPLEMENTAL MATERIALS ISBN Number: 0736890556 to 073686878

Grade Level: 4-8

Program Description: Literacy lab approach to social studies content

Strengths: Quality
Content
Comprehension
High interest
NCSS Best Practices

Weaknesses: None noted by committee

Recommend: _____XXX_____ NOT Recommended: _____

Publisher: Rosen Publishing Group

Title: SUPPLEMENTAL MATERIALS ISBN Number: 9781404222717 to 9781404260764

Grade Level: K-6

Program Description: Complete set of literacy based materials as a complement to the AR framework

Strengths: Interdisciplinary connection
Content
Interesting material

Weaknesses: The committee did not receive Teacher materials for view. This would have been helpful to evaluate ease of use by teacher. Publisher should make sure TE is available to districts when selections committees are reviewing for purchase.

Recommend: _____XXX_____ NOT Recommended: _____

Publisher: SCHOOL MEDIA

Title: SUPPLEMENTAL DVD'S AND VIDEOS
ISBN Number: 1585414964 to 1585413712

THE MATERIALS WERE NOT RECEIVED FOR VIEWING.

Publisher: Teacher Created Materials

Title: SUPPLEMENTAL MATERIALS

ISBN Number: 9781576906583 to 9781425803834

Grade Level: K-8

Program Description: Literacy materials such as Primary sources, Readers Theater, Exploring history, Primary source readers

Strengths: Fully engages students (especially Readers Theater)
Variety of materials
Authentically recreated
Website support and professional development
Promotes creativity and higher order thinking skills

Weaknesses: None noted by committee. This is a truly *supplemental* program, which goes in depth about some topics.

Recommend: ____XXX_____ NOT Recommended: _____

Publisher: Wright Group/McGraw Hill

Title: SUPPLEMENTAL MATERIAL
ISBN Number: 9781404534520 to 9780769903620 (bid list pages 75 – 82)
Amazing Americans, Springboard Books, Gear Up! Storyteller
Grade Level: K-8

Program Description: Literacy based materials relevant to AR framework in social studies

Strengths: 5th – 6th grade materials could be used as basal text units
Variety
Extensive biographies
Leveled reading material
Literacy based for best practices

Weaknesses: None noted by committee

Recommend: _____XX_____ NOT Recommended: _____

Strength and Weaknesses
State Social Studies Selecting Committee
Grades 9-12
2008-2014

Publisher: **Bedford, Freeman & Worth**

Title: American Promise Compact ISBN Number: 0312456433

Grade Level: 9-12

Program Description: A P U S History

Strengths: Correlated to College Board standards, Provides a website for student quizzes, has a current copyright, has higher level cognitive skills
Website for student quizzes

Weaknesses: Lack of embolden key terms and lack of reading assessment.

Recommend: YES Not Recommended: _____

Title: Thinking About Psychology ISBN Number: 0716754673

Grade Level: 10-12

Program Description: Introduction to Psychology

Strengths: Aligns with frameworks, Modules, English/Spanish glossary, Focus questions, Segues into Myers AP text

Weaknesses: Copyright date, only module assessments, not chapter assessments

Recommend: YES Not Recommended: _____

Title: Psychology ISBN Number:0716728303

Grade Level: 11-12

Strengths: Correlates to A P standards, Technology component is strong,
Stated objectives help with note taking, Sidebar definitions of key terms
Instructors' resources

Weaknesses: Chapters are lengthy and it Lacks chapter assessments.

Recommend: YES Not Recommended: _____

Title: Making of the West ISBN Number 0312409591

Grade Level: 11-12

Program Description: Western Civilization

Strengths: Aligned with frameworks, Online study guide, Illustrated content, History and primary source links, Pronunciation guides, Glossary

Weaknesses: No section or chapter assessments, Copyright date 2005

Recommend: _____YES_____ Not Recommended: _____

Title: Human Mosaic ISBN Number: 0716763842

Grade Level: 11-12

Program Description: A P Human/Cultural Geography

Strengths: Correlates with College Board standards, Geared to advanced students Illustrative content, appropriate book size

Weaknesses: This is a paperback. There is no prereading guide and section or chapter assessment

Recommend:_____YES_____ Not Recommended: _____

Title: America's History ISBN Number: 0312465483

Grade Level: 11-12

Program Description: U S History

Strengths: Correlates with College Board standards, Current copyright 2008, Website with resources

Weaknesses: Lack of DBQS, Lack of section and chapter assessments, Vocabulary inconsistently highlighted and defined

Recommend:_____YES_____ Not Recommended: _____

Title: Economics ISBN Number: 071678355X

Grade Level: 11-12

Program Description: Economics

Strengths: Meets College Board standards, three teaching outlines available, Web Access with resources

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Essentials of Economics ISBN Number: 1429205083

Grade Level: 9-12

Program Description: Introduction to Economics

Strengths: Aligns with frameworks, Websites with resources, Book size is manageable, Chapter summaries/assessments

Weaknesses:

Recommend: YES Not Recommended: _____

PUBLISHER: EMC CORPORATION

Title: Economics: New Ways of Thinking ISBN Number: 9780821934012

Grade Level: 9-12

Program Description: Introduction to economics

Strengths:
Aligns with frameworks
Bilingual resources
Website with resources
Assessments encourage critical thinking
Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill

Title: World Geography and Cultures ISBN Number: 78745292

Grade Level: 9

Program Description: Introduction to geography and culture

Strengths: Aligns with frameworks
Good illustrations
Advance content,
Current events,
Spanish/English resources

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw Hill

Title: Glencoe World History: Modern Times ISBN Number: 78745276

Grade Level: 10

Program Description: Introduction to World History

Strengths:
Aligned with frameworks
Download the student edition to MP3
Strong technology component
Illustrated content advances student learning of material
Contains content vocabulary and academic vocabulary
DBQs are within the chapter
Standardized test practice

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Glencoe World History ISBN Number: 007874525X

Grade Level: 10

Program Description: World History

Strengths:

Aligned with frameworks
Download the student edition to MP3 and strong technology component
Illustrated content supports student learning
Contains content vocabulary and academic vocabulary
DBQs are within the chapter
Standardized test practice

Weaknesses:

Size of book makes binding questionable

Recommend: YES Not Recommended: _____

Title: The American Vision: Modern Times ISBN Number: 78745233

Grade Level: 11

Program Description: U. S. History

Strengths:

Meets frameworks
Foldables
Illustrated content, charts, pictures enhance student understanding
Planning guide for each chapter
Geography section supports geography standards
English/Spanish glossary

Weaknesses:

Book size makes binding questionable

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill, continued

Title: The American Vision ISBN Number: 78745217

Grade Level: 11

Program Description: U. S. History

Strengths:

Supports Arkansas frameworks
Foldables
Illustrated content, charts, pictures supports student learning
Planning guide for each chapter
Geography section supports geography standards
English/Spanish glossary

Weaknesses:

Book size compromises binding
Page 583 (caption) Arkansas should be Arizona

Recommend: YES Not Recommended: _____

Title: Economics: Principles & Practices ISBN Number: 78747643

Grade Level: 12

Program Description: Introduction to Economics

Strengths:

Aligns with frameworks
Strong technology component
Words defined and emboldened

Glencoe, continued, Economics: Principles & Practices continued…

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill, continued

Title: Economics: Today and Tomorrow ISBN Number: 007874766X

Grade Level: 9-12

Program Description: Introduction to Economics

Strengths:

Aligns with frameworks
Vocabulary highlighted and defined on same page
Content holds student's attention
Student edition downloads to MP3

Weaknesses:

Non-rigorous material

Recommend: YES (Supplemental) Not Recommended: _____

Title: United States Government: Democracy in Action ISBN Number: 78747627

Grade Level: 12

Program Description: American Government

Strengths:
Aligns with frameworks
Current copyright
Bilingual resources available
Material for special needs students

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill, continued

Title: Civics Today: Citizenship, Economics, & You ISBN Number: 78746310

Grade Level: 9-12

Program Description: Civics

Strengths:

Aligns with frameworks
Vocabulary defined on same page
Strong component for Federal, State, and local laws

Weaknesses:

Not rigorous for upper level secondary student

Recommend: YES Not Recommended: _____

Title: Understanding Psychology ISBN Number: 78745179

Grade Level: 9-12

Program Description: Intro psychology

Strengths:

Aligns with frameworks
Engages students
Website resources
Teacher friendly resources

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill, continued

Title: Sociology and You ISBN Number: 78745195

Grade Level: 9-12

Program Description: Sociology

Strengths: Aligns with frameworks,
Spanish/English glossary,
Appropriate reading level for students
Literary selections within the text

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Street Law: A Course in Practical Law ISBN Number: 78600197

Grade Level: 9-12

Program Description: Street Law

Strengths:
Web sites resources for teachers
Well-organized text
Engaging text

Weaknesses: No section assessments

NOTE: Course approval must be obtained for this course by the school district

Recommend: YES Not Recommended: _____

Title: Economics ISBN Number: 007329392X

Grade Level: 11-12

Program Description: A P Economics

Strengths:
Supports College Board standards
Binding is reinforced

Publisher: Glencoe/McGraw-Hill, continued
Strengths:

Internet sites available
Web based questions
Homework Manager Plus available for students

Weaknesses:

Recommend: YES Not Recommended: _____

Title: American History: A Survey ISBN Number: 007328047X

Grade Level: 11-12

Program Description: A P U S History

Strengths: Meets College Board Standards, Primary Source CD with Student Edition, Online resources for students, Reinforced binding

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill Cont. …

Title: Traditions and Encounters: A Global Perspective ISBN Number: 73278971

Grade Level: 10-12

Program Description: A P Western Civilization

Strengths: Meets College Board standards, Online learning, Primary source CD

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Glencoe/McGraw-Hill

Title: Psychology: The Science of Mind and Behavior ISBN Number: 73269476

Grade Level: 11-12

Program Description: AP Psychology

Strengths: Meets College Board standards
Reinforced binding
Instructors' manual well written
Rigor

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Great Source

Title: ACCESS American History ISBN Number: 978-0-669-50894-9

Grade Level: 9-12

Program Description: U.S. History

Strengths: Vocabulary words, Lower level reader

Weaknesses: Lack of rigor, Binding questionable

Recommend: YES (supplemental) Not Recommended: _____

Publisher: Holt, Rinehart & Winston

Title: Holt African American History (Student Work text) ISBN: 9780030969546

Grade Level: 9-12

Program Description: African American History

Strengths: Vocabulary is highlighted. Assessment is found at end of each section.

Weaknesses: This is a combination text and workbook in paperback at a lower reading level.

Recommend: YES Not Recommended: _____

NOTE: Course approval must be obtained for this course by the school district

Publisher: Holt, Continued

Title: American Anthem ISBN Number: 0030405122

Grade Level: 9-12

Program Description: U S History

Strengths:

Aligns with frameworks
DBQs in text
Bilingual resources available
Strong assessment
Differentiated instruction

Weaknesses: The weight of the book.

Recommend: YES Not Recommended: _____

Title: Civics in Practice: Principles of Government and Economics

ISBN Number: 0030779847 Grade Level: 9-12

Program Description: Civics

Strengths: This book meets the frameworks standards. The content is accurate.

Weaknesses: The text not engaging for students. It is a big book.

Recommend: YES Not Recommended: _____

Title: World Geography Today ISBN Number: 9780030991271

Grade Level: 9-12

Program Description: Geography

Strengths: This text aligns with frameworks. Bilingual resources are available. The copyright is current. There are Audio CDs and Reading checks.

Publisher: Holt, Rinehart & Winston, continued …
World Geography Today, continued

Weaknesses: Book is big

Recommend: YES Not Recommended: _____

Title: World History: Human Legacy ISBN Number: 9780030937798

Grade Level: 9-12

Program Description: World History

Strengths:

- Meets framework standards
- DBQs in text
- Assessments
- Guided reading strategies
- Abundant technology resources
- Differentiated instruction
- Misconception alerts

Weaknesses: A heavy books

Recommend: YES Not Recommended: _____

Title: Psychology: Principles in Practice ISBN Number: 0030936586

Grade Level: 9-12

Program Description: Psychology

Strengths: This textbook aligns with frameworks. There are Ideas for projects in each chapter.
Bilingual resources are available. There are chapter resource managers and section and chapter assessments. Technology resources are available.

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Holt, Rinehart & Winston, continued …

Title: Sociology: The Study of Human Relationships ISBN 9780030939549

Grade Level: 9-12

Program Description: Sociology

Strengths: Meets framework standards.
The Illustrated content is appropriate.
Provides strong assessments.

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: McDougal Littell

Title: The Americans ISBN Number: 9780618904754

Grade Level: 9-12

Program Description: U. S. History

Strengths: Aligns with frameworks
DBQs are available
Bilingual resources are included
There are Chapter summaries
Technology resources are included

Weaknesses: A Heavy book

Recommend: YES Not Recommended: _____

Title: World History ISBN Number: 9780618904266

Grade Level: 9-12

Strengths: Aligns with frameworks, Bilingual and Technology resources are available. DBQ's are included.

Weaknesses: A heavy book.

Recommend: YES Not Recommended: _____

Publisher: McDougal Littell, continued …

Title: World Geography ISBN Number: 9780618689989

Grade Level: 9-12

Program Description: Geography

Strengths: Meets framework standards
Technology resources available
Assessments
Unit organization
Bilingual resources available

Weaknesses: A heavy book

Recommend: YES Not Recommended: _____

Title: Economics: Concepts and Choices ISBN Number: 9780618594030

Grade Level: 9-12

Program Description: Economics

Strengths: This text aligns with frameworks, has a practical life skills section, a Spanish glossary, case studies, strong assessments and readily available Technology.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: The American Pageant ISBN Number: 9780618479405

Grade Level: 11-12

Program Description: A P U S History

Strengths: Correlates to College Board standards, there DBQs in text

Weaknesses: The copyright is 2006. It does not have a glossary and the vocabulary words not highlighted.

Recommend: YES Not Recommended: _____

Publisher: McDougal Littell, continued …

Title: The Enduring Vision ISBN Number: 9780618801633

Grade Level: 11-12

Program Description: A P U S History

Strengths: Correlates to College Board standards, DBQ s available, Technology resources available and has Copyright 2008

Weaknesses: The key terms not highlighted. There is no glossary
No glossary.

Recommend: YES Not Recommended: _____

Title: The Earth and Its People ISBN Number: 9780618771486

Grade Level: 10-12

Program Description: A P World History

Strengths: Correlates to College Board standards, the content is rigorous, technology resources are available, and there is an AP TEST BANK and a current 2008 copyright.

Weaknesses: Challenging reading and limited illustrations

Recommend: YES Not Recommended: _____

Title: American Government ISBN Number: 9780618562442

Grade Level: 11-12

Program Description: A P Government

Strengths: This text correlates to College Board standard. A text bank is available. The content is rigorous. Technology resources are available.

Weaknesses: Limited vocabulary definitions

Recommend: YES Not Recommended: _____

Title: The Challenge of Democracy ISBN Number: 9780618874484

Grade Level: 11-12

Program Description: Government

Strengths: This text aligns to state frameworks. The content is rigorous. Vocabulary is highlighted and on the same page.

Weaknesses: Challenging to read for average reader

Recommend: YES Not Recommended: _____

Title: Psychology ISBN Number: 9780618676774

Grade Level: 12

Program Description: A P Psychology

Strengths: The text correlates to College Board standards. The content is rigorous. Vocabulary is emboldened and defined. There chapter summaries and an AP Test Bank

Weaknesses: This text is challenging to read for average student, it caries a 2006 copyright.

Recommend: YES Not Recommended: _____

Title: Economics ISBN Number: 9780618761258

Grade Level: 11-12

Program Description: Economics

Strengths: This text aligns to state frameworks. The copyright is current, 2008. The Vocabulary is emboldened. There are chapter and section assessments

Weaknesses:
Challenging reading level for regular students

Recommend: YES Not Recommended: _____

Publisher: **Pearson/AGS /Globe**

Title: AGS Economics ISBN Number: 0785437703

Grade Level: 9-12

Program Description: Economics

Strengths: The vocabulary is emboldened in text and sidebar. There are section and chapter assessments

Weaknesses: The Copyright is 2005, and the text is non-challenging for the average student.

Recommend: YES (Supplemental only) Not Recommended: _____

Title: AGS History of our Nation: 1865-to the Present ISBN Number: 0785440143

Grade Level: 9-12

Program Description: U S History

Strengths: There are ESL strategies in the lessons. The vocabulary is emboldened and in sidebar. There is an Audio C.

Weaknesses: The text is non-challenging for the average student. The copyright date is 2005.

Recommend: YES (Supplemental Only) Not Recommended: _____

Publisher: **New Reader Press**

Materials bid were not received for evaluation.

Publisher: **Pearson/Prentice Hall**

Title: Civics: Government and Economics in Action ISBN Number: 0131335499

Grade Level: 9-12

Program Description: Civics

Strengths: The text correlated to frameworks, has illustrative content and the vocabulary is emboldened. It is
Appropriate for ninth graders

Weaknesses: Size of book makes durable of binding questionable.

Recommend: YES Not Recommended: _____

Title: Prentice Hall World Geography: Building a Global Perspective
ISBN Number: 0131335308

Grade Level: 9-12

Program Description: World Geography

Strengths: The text aligns with the frameworks. There are section and chapter assessments.
Bilingual technology is available. The Illustrative content supports student learning

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: Pearson/Prentice Hall, continued …

Title: Prentice Hall World History: Survey ISBN Number: 0131299719

Grade Level: 9-12

Program Description: World History

Strengths: Meets frameworks standards, a Spanish edition is available. There are section and chapter assessments and the vocabulary is emboldened. Technology resources, DBQs and quick write are available in the text.

Weaknesses: The size of book makes binding questionable

Recommend:____YES____ Not Recommended: _____

Title: Prentice Hall World History: Volume one ISBN Number: 0133600505

Grade Level: 9-12

Program Description: World History

Strengths: This text aligns with frameworks. There are section and chapter assessments. Vocabulary is emboldened. Technology resources, DBQs and quick write are available in text.

Weaknesses: The size impedes student interest

Recommend:____YES____ Not Recommended: _____

Title: Prentice Hall World History: The Modern Era ISBN Number: 0131299735

Grade Level: 9-12

Program Description: World History

Strengths: This text aligns with frameworks. There are Section and chapter assessments. The vocabulary is emboldened and there are technology resources, DBQs and quick write available in the text.

Weaknesses: The size may impede student interest.

Recommend:____YES____ Not Recommended: _____

Publisher: Pearson/Prentice Hall, continued …

Title: Prentice Hall U. S. History: Survey ISBN Number: 0131336541

Grade Level: 9-12

Program Description: U. S. History

Strengths: This text aligns with frameworks. There are section and chapter assessments with a Pacer Chart in the teacher edition. The vocabulary is highlighted and defined on same page.

Weaknesses: The book size makes binding questionable

Recommend: YES Not Recommended: _____

Title: Prentice Hall U. S. History: Reconstruction to Present
ISBN Number: 0132025566

Grade Level: 9-12

Program Description: U. S. History

Strengths: This text meets Arkansas frameworks. There are Section and chapter assessments with a Pacer Chart in the teacher edition. The vocabulary is highlighted and defined on same page.

Weaknesses: The book size may impede student interest.

Recommend: YES Not Recommended: _____

Title: Prentice Hall U.S. History: Modern America ISBN: 0132025582

Grade Level: 9-12

Program Description: U. S. History

Strengths: This text aligns with Arkansas frameworks. There are Section and chapter assessments with a Pacer Chart in the teacher edition. The vocabulary is highlighted and defined on same page.
Aligns with frameworks for the years covered

Pearson/Prentice Hall, continued …
Prentice Hall U.S. History: Modern America, continued

Weaknesses: The book size makes binding questionable

Recommend: YES Not Recommended: _____

Title: The American Journey: Teaching and Learning, Classroom Edition Volume two
\
ISBN Number: 013185917-X

Grade Level: 11-12

Program Description: U. S. History

Strengths: This is a rigorous text. It aligns with frameworks for period covered. The Documents CD is excellent

Weaknesses: 2005 copyright, Starts after Civil War

Recommend: YES Not Recommended: _____

Title: Prentice Hall African American History ISBN Number: 0131947257

Grade Level: 9-12

Program Description: African American History

Strengths: There are periodic reading checks. The profiles in the text are engaging. The content is strong and relative. The vocabulary is emboldened.

Weaknesses:

Recommend: YES Not Recommended: _____

NOTE: Course approval required from each school district

Title: Prentice Hall Magruder's American Government ISBN Number: 0131818902

Grade Level: 9-12

Program Description: Government

Publisher: Pearson/Prentice Hall, Continued …
Prentice Hall Magruder's American Government

Strengths: This text has rigor, aligns with frameworks and their strong teacher resources.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Economics: Principles in Action ISBN Number: 0131334832

Grade Level: 9-12

Program Description: Economics

Strengths: This text aligns with frameworks, vocabulary words are emboldened and there is a pacing guides for teachers. The practical life skills presented enhance learning. Bilingual resources available

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Foundations of Economics ISBN Number: 0131960474

Grade Level: 11-12

Program Description: AP Economics

Strengths: This text correlates to College Board standards. It is a rigorous text. There checkpoints within chapters. The vocabulary highlighted and defined on same page.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Invitation to Psychology ISBN Number: 0131347446

Grade Level: 11-12

Program Description: Psychology

Strengths: The text Aligns with the frameworks It is a rigorous text. The Chapter concept maps assist in learning. The Instructors Manual is informative. There is technology (MP3 downloads for students)

Weaknesses: Challenging for average reader.

Recommend: YES Not Recommended: _____

Title: Sociology: A Down to Earth Approach ISBN Number: 0132384647

Grade Level: 11-12

Program Description: Sociology

Strengths: A rigorous text that meets frameworks standards. The Illustrated content promotes student learning.

Weaknesses: The reading level is challenging for average students.

Recommend: YES Not Recommended: _____

Title: Out of Many: A History of the American People ISBN Number: 0132276518

Grade Level: 11-12

Program Description: A P U S History

Strengths: This text correlates to College Board standards. There are DBQs for each chapter and Guided reading to assists student learning. Multiple-choice questions are available for each chapter.

Weaknesses: The book size may impede student learning

Recommend: YES Not Recommended: _____

Title: America Past and Present ISBN Number: 0131346865

Grade Level: 11-12

Program Description: A P U S History

Strengths: This text correlates to College Board standards. The content is rigorous. Technology resources are available.

Weaknesses: The size of the book may impede student interest. There are no assessments in the text.

Recommend: YES Not Recommended: _____

Title: World Civilizations: The Global Experience ISBN Number: 0132206994

Grade Level: 10-12

Program Description: A P World History

Strengths: This text correlates to College Board standards. The content is rigorous. Pacing guides are available in the teacher's edition. The instructors' manual is Informative.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: The Western Heritage Since 1300 ISBN Number: 0131732927

Grade Level: 11-12

Program Description: A P European

Pearson/Prentice Hall continued …
The Western Heritage Since 1300 continued …

Strengths: This text correlates to College Board standards. A P Test prep questions are found at end of chapters. A Technology – Grade Tracker program is available for teachers.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: The Cultural Landscape: An Introduction to Human Geography
ISBN Number: 0131346814

Grade Level: 11-12

Program Description: A P Human Geography

Strengths: This text correlates to College Board standards. The content is rigorous. There is an informative instructor's manual. It copyright is current.

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Government in America ISBN Number: 0131347608

Grade Level: 11-12

Program Description: A P Government

Strengths: This text correlates to College Board standards. The content is rigorous. There is a study guide.
Test practice is found in text.

Weaknesses: The print difficult to read.

Recommend: YES Not Recommended: _____

Title: Comparative Politics Today: A World View ISBN Number: 0131945688

Grade Level: 11-12

Program Description: A P Government

Strengths: The text correlates to College Board standards. The content is rigorous content. Critical thinking exercises are available in text

Weaknesses: Challenging material for the average students

Recommend: YES Not Recommended: _____

Title: Psychology: A P Edition ISBN Number: 0131960709

Grade Level: 11-12

Program Description: A P Psychology

Strengths: Correlates to College Board standards. The text is rigorous.

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: **Signal Media**

Title: Adventure Tales of the Constitution of the United States ISBN Number: 1887337083

Grade Level: 9-12

Program Description: U. S. History

Strengths: An easy to read engaging book.

Weaknesses: This is a non-rigorous lower level textbook

Recommend: YES (Supplemental) Not Recommended: _____

Title: Adventure Tales of America: An Illustrated History of the United States, Vol. 1, 1492-1877

ISBN Number: 1887337180

Grade Level: 9-12

Program Description: U. S. History

Strengths: Engaging and easy to read.

Weaknesses: Non-rigorous and does not conform to the frameworks after 1877

Recommend: YES (Supplemental) Not Recommended: _____

Publisher: **Thomson Learning/Southwestern**

Title: Contemporary Economics ISBN Number: 0538444959

Grade Level: 9-12

Program Description: Economics

Strengths: This text meets state frameworks. A technology component is available. Relative connections assist in understanding. Illustrative content supports student comprehension. There are section and chapter assessments.

Weaknesses:

Recommend: YES Not Recommended: _____

Publisher: **Thomson Learning/Southwestern**

Title: Managing Your Personal Finances ISBN Number: 0538441755

Grade Level: 9-12

Program Description: Personal Finance

Thomson Learning/Southwestern, continued
Managing Your Personal Finances, continued

Strengths: This text aligns in part with economic frameworks. Section and chapter assessments are available. Vocabulary words are highlighted.

Weaknesses: Limited to personal finance only.

Recommend: YES Not Recommended: _____

Publisher: **Thomson Learning/Wadsworth**

Title: American Government and Politics Today ISBN Number: 0495007374

Grade Level: 9-12

Program Description: AP Government

Strengths: A rigorous text that correlates to College Board standards. Vocabulary highlighted

Weaknesses: No assessments in text.

Recommend: YES Not Recommended: _____

Publisher: Thomson Learning/Wadsworth

Title: Comparative Politics: Domestic Responses to Global Challenges ISBN Number: 0495091626

Grade Level: 9-12

Program Description: Comparative Politics

Strengths: A rigorous text that correlates to College Board standards. Technology resources are available.

Weaknesses: The text is challenging to read.

Recommend: YES Not Recommended: _____

Publisher: Thomson Learning/Wadsworth

Title: Western Civilization ISBN Number: 0534646026

Grade Level: 9-12

Program Description: A P European History (Western Civilization)

Strengths: A Rigorous text that correlates to College Board standards. Primary sources are available and also technology resources. The teacher resources are good.

Weaknesses: Copyright 2006, and no assessments in test.

Recommend:____YES____ Not Recommended: _____

Publisher: **Thomson Learning/Wadsworth**

Title: World Civilizations ISBN Number: 0534599338

Grade Level: 9-12

Program Description: Pre A P World History

Strengths: This is a rigorous text. It aligns with the framework. Chapter assessments are found in the text and also a glossary with pronunciation guide.

Weaknesses: Copyright 2006

Recommend:____YES____ Not Recommended: _____

Publisher: **Thomson Learning/Wadsworth**

Title: World History ISBN Number: 0495050121

Grade Level: 9-12

Program Description: A P World History

Strengths: This is a rigorous text. It correlates to College Board standards. Chapter focus questions are found in text.

Weaknesses:

Recommend:____YES____ Not Recommended: _____

Title: Liberty, Equality, Power: A History of the American People ISBN Number: 0495105406

Grade Level: 9-12

Program Description: A P U S History

Strengths: This is a rigorous text. It correlates to College Board standards. Chapter assessments and focus questions are found in text. The copyright is 2008.

Weaknesses:

Recommend:____YES____ Not Recommended: _____

Title: Introduction to Psychology___ ISBN Number: 0534589340

Grade Level: 9-12

Program Description: Psychology

Strengths: This text follows a module format. Module assessment and summary are found. The format and organization are unique. It aligns with frameworks.

Weaknesses: Copyright 2005

Recommend:____YES____ Not Recommended: _____

Publisher: Thomson Learning/Wadsworth, continued …

Title: Psychology: Themes and Variations with Concept Charts ISBN Number: 0495093033

Grade Level: 9-12

Program Description: A P Psychology

Strengths: This rigorous text correlates to College Board standards. Illustrative content assists with learning.
Assessments and concept charts are found in text

Weaknesses:

Recommend: YES Not Recommended: _____

Title: Sociology in Our Times ISBN Number: 0495006858

Grade Level: 9-12

Program Description: Sociology

Strengths: This is a rigorous text that aligns with frameworks. Critical thinking and review questions are provided in the text.

Weaknesses: Lacks Spanish/English glossary

Recommend: YES Not Recommended: _____

Publisher: Vantage Press

Materials were not received for review.

Publisher: **Wright Group/McGraw Hill**

Title: Contemporary's Economics ISBN Number: 9780077045227

Grade Level: 9-12

Program Description: Economics

Strengths: This text aligns to frameworks in part. It is written for below average reader. There is
Technology for student support learning

Weaknesses: Lacks rigor

Recommend: YES Not Recommended: _____

Publisher: **Wright Group/McGraw Hill**

Title: Contemporary's American Civics and Government ISBN Number: 9780077045241

Grade Level: 9-12

Program Description: Civics/Government

Strengths: This text aligns to frameworks in part. The readability is for the below average reader. The
Technology for students is strong

Weaknesses: Lacks rigor

Recommend: YES Not Recommended: _____

STATE SOCIAL STUDIES SELECTING COMMITTEE,
Arkansas History

COMMITTEE RECOMMENDATIONS WITH
STRENGTHS & WEAKNESSES

Publisher: Archeological Assessments

Title: Big Bear's Arkansas ABCs **ISBN Number:** 0-9638956-9-9

Grade Level: K-1

Program Description: Arkansas history for K-1

Strengths: Age appropriate; attractive book; on topic; makes ABCs fun; good resource for combining literacy with social studies

Weaknesses: Long-term durability of the text; copyright date - 2004

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: All Around Arkansas **ISBN Number: 0-9638956-5-6**

Grade Level: K-1

Program Description: Arkansas history for K-1

Strengths: Age appropriate; good resource for combining literacy with social studies; on topic; helps teach Arkansas geography

Weaknesses: Long-term durability of the text

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: I can tell you stories… **ISBN Number:** 0-9638956-7-2

Grade Level: 1-2

Program Description: Arkansas history for grades 1-2

Strengths: Age appropriate; interesting stories; good resource for combining literacy with social studies; excellent images of Arkansas

Weaknesses: Copyright date - 2004

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Where did we come from, Grandpa **ISBN Number:** 0-9794044-4-4

Grade Level: 1-2

Program Description: Arkansas history for grades 1-2

Strengths: Age appropriate; illustrates diversity within Arkansas; good resource for combining literacy with social studies; connects with geography frameworks

Weaknesses: Long term durability of the text

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Arkansas Stories for Young Children **ISBN Number:** 0-9638956-8-0

Grade Level: K-2

Program Description: Music CD for Arkansas history grades K-2

Strengths: Stories and songs allow students to visualize what is happening; great for auditory learners; cross curriculum with music and geography

Weaknesses: Does not address multiple learning styles

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Sydney and Garrett's Great Arkansas Adventure **ISBN Number:** 0-9794044-6-7

Grade Level: 2-3

Program Description: Arkansas history for grades 2-3

Strengths: Wonderful look at the cultural and physical geography of the state; excellent photos; very attractive book

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Vivianna Becomes an Arkansan **ISBN Number:** 0-9794044-7-9

Grade Level: 3-4

Program Description: Arkansas history for grades 3-4

Strengths: Excellent information on immigration and those coming to the United States; gives an overview of the Constitution and its function; good storyline

Weaknesses: Writing style makes the story less readable; material could become dated due to changing immigration laws

Recommend: Yes **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Cephas Faulk and his WayBack Powder **ISBN Number:** 0-9794044-0-1

Grade Level: 4-5

Program Description: Arkansas history for grades 4-5

Strengths: Addresses the small communities of Arkansas; good timeline

Weaknesses: Readability; storyline lacks literary appeal

Recommend: Yes (Supplemental) **Not Recommended:** _____

Publisher: Archeological Assessments

Title: Arkansas: Then and Now (From Then to Now) **ISBN Number:** 0-9638956-6-4

Grade Level: 5-6

Program Description: Arkansas history for grades 5-6

Strengths: Nice text to supplement for high school – stand alone text for K-8; good overview of Arkansas history with ties to United States history

Weaknesses: lacks teacher aids

Recommend: Yes **Not Recommended:** _____

Publisher: Butler Center

Title: Bandits, Bears, and Backaches: A Collection of Short Stories Based on Arkansas History

ISBN Number: 0-9708574-2-X

Grade Level: 5-8

Program Description: Arkansas history for grades 5-8

Strengths: Excellent resource of both primary and secondary information; good list of suggested readings; connects social studies to the literacy requirements; wide audience appeal; great supplemental source for the secondary level – goes beyond the recommended level; great variety of stories; affordability

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: Butler Center

Title: Race Relations in the Natural State **ISBN Number:** Pending

Grade Level: 7-8

Program Description: Arkansas history for grades 7-8

Strengths: Excellent source; great mix of history based upon both primary and secondary sources; touches on some controversial subjects; great supplement for the secondary level

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: Gibbs Smith, Inc.

Title: The Arkansas Journey **ISBN Number:** 978-1-58685-802-5

Grade Level: 8

Program Description: Arkansas history for grade 8

Strengths: Aligns well with frameworks; easy for students to read; would work well for grades 8-12; lots of activities and visuals. Teacher's edition is a great resource for assistance with accessible information.

Weaknesses: Did not get the copy of the audio book that would be a great supplement for this text.

Recommend: Yes **Not Recommended:** _____

Publisher: League of Women Voters of Arkansas

Title: Government in Arkansas **ISBN Number:** N/A

Grade Level: 9-12

Program Description: Arkansas history for grades 9-12

Strengths: Comprehensive, but dry; it's a source that you have to have in order to teach Arkansas history/government; would also work well as a supplement for the Civics frameworks in grades 6-8

Weaknesses:

Recommend: Yes (Supplemental) **Not Recommended:** _____

Publisher: Signal Media Publishers

Title: Adventure Tales of Arkansas: An Illustrated History of a Spirited People

ISBN Number: 961667702

Grade Level: 8

Program Description: Arkansas history for grade 8

Strengths: Sequenced well; interesting storyline; excellent use of cartoons to aid with various learning styles

Weaknesses: Book was too busy; hard to maintain attention to what was being presented; black and white text makes the book less eye appealing

Recommend: Yes (Supplemental) **Not Recommended:** _____

Publisher: University of Arkansas Press

Title: An Arkansas History for Young People **ISBN Number:** 978-1-55728-845-5

Grade Level: 8

Program Description: Arkansas history for grade 8

Strengths: Excellent source; vocabulary words are easy to identify; chronological history is well presented; aligns well with frameworks; easy to read and loaded with interesting information. Teachers edition gives framework connections to Arkansas history and Social Studies; margins for notes; overall a great book. The text could be used for the secondary level as well.

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas: All About Me **ISBN Number:** ARKGSSC – ARKGSS15

Grade Level: K

Program Description: Map set for K

Strengths: N/A

Weaknesses: Did not receive this program

Recommend: _____Not Recommended: never saw the program

Publisher: About Books Education Service

Title: Arkansas and Me **ISBN Number:** AR11SSC – AR11SS15

Grade Level: 1

Program Description: Map program for grade 1

Strengths: Appropriate for grade level; map is durable and readable

Weaknesses:

Recommend: Yes **Not Recommended: _____**

Publisher: About Books Education Service

Title: Arkansas: My Community and My State **ISBN Number:** AR22SSC

Grade Level: 2

Program Description: Map program for 2nd grade

Strengths: Appropriate for grade level; map durable and readable

Weaknesses:

Recommend: Yes **Not Recommended: _____**

Publisher: About Books Education Service

Title: Arkansas: My Regions and My State **ISBN Number:** AR33SSC – AR33SS15

Grade Level: 3

Program Description: map program for 3rd grade

Strengths: appropriate for grade level; excellent supplemental binder loaded with great additional teaching information along with transparencies and writing prompts.

Weaknesses: Correlates with old frameworks

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Amazing Arkansas **ISBN Number:** ARS44C – ARS44CDC

Grade Level: 4-7

Program Description: map program for grades 4-7

Strengths: appropriate for the grade levels; readable and durable; binder is loaded with great additional teaching helps – such as writing prompts, transparencies, assessments, testing rubrics. Laminated desk maps.

Weaknesses: Correlates with old frameworks

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas Outlook State Studies **ISBN Number:** ARS79C – ARS79CDC

Grade Level: 7-8

Program Description: map program for grades 7-8

Strengths: appropriate for grade levels; map is readable and durable

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas Beginner Student Desk Map **ISBN Number:** AR23010 – AR23030M

Grade Level: K-4

Program Description: map program for grades K-4

Strengths: appropriate for grade levels; map is readable and durable

Weaknesses:

Recommend: Yes **Not Recommended: _____**

Publisher: About Books Education Service

Title: Arkansas Student Desk Map **ISBN Number:** AR63010 – AR63030M

Grade Level: 4-12

Program Description: map program for grades 4-12

Strengths: appropriate for grade levels; map is readable and durable

Weaknesses:

Recommend: Yes **Not Recommended: _____**

Publisher: About Books Education Service

Title: Arkansas Primary Wall Map **ISBN Number:** AR730 – AR730USWG

Grade Level: K-4

Program Description: map program for grades K-4

Strengths: appropriate for grade levels; map is readable, durable, and easy to access

Weaknesses:

Recommend: Yes **Not Recommended: _____**

Publisher: About Books Education Service

Title: Arkansas Primary Map **ISBN Number:** AR730EUS – AR730EUSWG

Grade Level: 2-5

Program Description: map program for grades 2-5

Strengths: Appropriate for grade levels; map is readable, durable, and easy to access

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas Wall Map **ISBN Number:** AR830 – AR830USWG; AR830USP – AR830USWGP

Grade Level: 4-8 and 9-12

Program Description: map programs for grades 4-8 and 9-12

Strengths: appropriate for grade levels; map is readable, durable, and easy to access

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas and Any Other Wall Map Sets **ISBN Number:** AR2WMS – ARUSH08

ARUSH10 – ARUSH16

Grade Level: 4-8 and 9-12

Program Description: map program for grades 4–8 and 9-12

Strengths: appropriate for grade levels; map is readable, durable, and easy to access

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas: Portrait of the States **ISBN Number:** WR46915 – WR46915120
Grade Level: 2-4

Program Description: Arkansas history booklet

Strengths: provides quick overview of the history of Arkansas

Weaknesses: limited in the amount of information contained in the book; long-term durability with student handling.

Recommend: Yes (Supplemental) **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas: World Almanac Library of the States

ISBN Number: WR21130 – WR2113030

Grade Level: 4-8

Program Description: Arkansas history booklet

Strengths: provides a quick overview of Arkansas history and resources

Weaknesses: limited depth; long-term durability with student handling.

Recommend: Yes (Supplemental) **Not Recommended:** _____

Publisher: About Books Education Service

Title: Arkansas Outlook Program **ISBN Number:** ARS912C – ARS912CDC

Grade Level: 9-12

Program Description: map program for grades 9-12

Strengths: appropriate for grade levels; map is readable, durable, and easy to access

Weaknesses:

Recommend: Yes **Not Recommended:** _____

Publisher: About Books Education Services

Title: Arkansas Raised Relief Map **ISBN Number:** AR556FG – AR556FG5

Grade Level: 9-12

Program Description: map program for grades 9-12

Strengths: accurate portrayal of geographic features of Arkansas; texture of map; appeals to all learning levels; map is durable, readable, and easy to access

Weaknesses:

R**ecommend: Yes** **Not Recommended: _____**

Publisher: About Books Education Services

Title: Arkansas Outline Maps **ISBN Number:** AR21203P – AR21258L

Grade Level: 1-8

Program Description: map program for grades 1-8

Strengths: hands-on map of Arkansas; easy to read; laminated copy is very durable

Weaknesses: paper version of the map is not durable for long-term use

Recommend: Yes **Not Recommended:**

Publisher: About Books Education Service

Title: Arkansas: All About Me

ISBN Number: ARKGSSC – ARKGSS15

Grade Level: K

T**he committee did not recommend the resource because the** committee never received a copy of this resource to review.

DRIVER EDUCATION SELECTING COMMITTEE, GRADES K-8

2008-2014

COMMITTEE RECOMENDATIONS

STRENGTHS & WEAKNESSES

Publisher: Glencoe

Title: Responsible Driving **ISBN Number: 0078678129**

Grade Level: 9-12

Program Description:

These texts disseminate knowledge concerning the instruction of Driver Education. This course is an effort to better inform teenage drivers of the knowledge and skills necessary to be safe and responsible drivers.

Strengths:

- **Written and endorsed by the American Automobile Association**
- **Audio and visual materials are effective and attractive**
- **Comprehensive unit reviews**
- **On-line activities**
- **Recommended teaching strategies for various learners**
- **Bilingual materials available**
- **Includes numerous skill builders toward math, science, language arts, social studies, as well as highway map reading skills.**

Weaknesses:

- **Does not adequately cover the Arkansas frameworks**
- **Illogical sequencing**
- **Expansive content without in-depth coverage**
- **Book size is cumbersome**
- **Does not indicate that supplemental materials are included in textbook purchase price**

Recommend: ____ ____ **Not Recommended: _____X_____**

STATE DRIVER EDUCATION SELECTING COMMITTEE, GRADES K-8

2008-2014

STRENGTHS & WEAKNESSES

Publisher: Prentice Hall

Title: Drive Right **ISBN Number: 0-13-251279-3222**

Grade Level: 9-12

Program Description:

These texts disseminate knowledge concerning the instruction of Driver Education. This course is an effort to better inform teenage drivers of the knowledge and skills necessary to be safe and responsible drivers.

Strengths:

- **Sequencing very appropriate**
- **Book Appearance attractive**
- **Bilingual materials available**
- **Updated statistical information is available**
- **More than adequately meets the Arkansas frameworks**
- **Addresses multiple approaches to different learning styles**
- **On-line materials available**
- **Student evaluation tool simulates actual driving exam**
- **Activities encourage higher level thinking skills**
- **Sufficient instructional practice provided to stimulate the desired level of safety and efficiency in driver decision making**
- **Supplemental materials included in the cost of text**

Weaknesses:

- **None observed**

Recommend: ___X_____ **Not Recommended: _____**

STATE DRIVER EDUCATION SELECTING COMMITTEE, GRADES K-8

2008-2014

STRENGTHS & WEAKNESSES

Publisher: Thomason Learning/Delmar

Title: License to Drive **ISBN Number: 1401879764**

Grade Level: 9-12

Program Description:

These texts disseminate knowledge concerning the instruction of Driver Education. This course is an effort to better inform teenage drivers of the knowledge and skills necessary to be safe and responsible drivers.

Strengths:

Unobserved due to failure to supply materials

Weaknesses:

Unobserved due to failure to supply materials

Recommend: _____ **Not Recommended: _____X_____**

NARRATIVE FOR NON-RECOMMENDATION
DRIVER EDUCATION COMMITTEE

Glencoe

The Driver Education Committee feels that the Glencoe text should not be recommended for Arkansas state adoption for two major reasons. The first of these is that the text does not adequately cover the Arkansas frameworks. There are several components that are not addressed at all, and numerous others that are simply mentioned, but not expounded upon.

The second reason is that the text is not logically sequenced in its delivery of content (i.e. – implied consent law is not presented in the alcohol and drug chapter as would be logical). Numerous similar examples exist.

With these major concerns in mind the committee does not recommend the Glencoe text for Arkansas state adoption.

Thomson Learner/Delmar

The Driver Education Committee was not provided materials from the Thomson publishers. Therefore we were unable to review the text in order to make a recommendation.

Literary Composition and Art Collage Contest

Theme: Seizing Educational Opportunities: Character and Courage

The Educational Sub-Committee of the 50th Anniversary Commission for Little Rock Central High has organized an exciting program for the student winners during their day in Little Rock on September 25, 2007. Activities include:

- Meeting distinguished public officials
- Visiting historical national monuments and museums, including the Clinton Library and the Emancipation Proclamation Exhibit
- Attending an awards banquet for all state finalists to receive recognition for their efforts, and the announcement of winners
- Participating by satellite in the events at Central High

The contest is open to all 12th grade students. Student artwork and essays must focus on the theme listed above.

LITERARY COMPOSITION

Essays must be no fewer than 250 words and no more than 400 words in length, and must be typewritten and double-spaced. Essays will be judged on both style and content using a four-point writing rubric.
Note: Only one entry per student will be allowed in each category.

ART COLLAGE

Artwork must be two-dimensional - no masks, sculptures, etc. Also, artwork must be no larger than 32 inches by 32 inches within the following mediums:

Paintings - oil, watercolors, acrylics, etc.
Drawings
Collages
Prints - lithographs, silkscreen, monotypes, woodcuts, etc.

The artwork and essays will be placed on display at the Arkansas State Capitol and given to the Little Rock Nine Foundation.

FINALISTS

Each high school will select the superlative entrant for each category (Literary Composition & Art Collage). Each high school will have two (2) finalists. Each finalist from across the state will compete with other high school students for the grand prize. Winners and finalists will be notified via phone call and/or mail by September 20, 2007. Scholarships will be awarded for first, second, and third-place winners in each category. First-place winners will receive a $1,500 scholarship; second-place winners will receive a $1,000 scholarship; and third-place winners will receive a $500 scholarship. These contests will provide an opportunity for all Arkansas high school students to participate in the 50th anniversary celebration! **All schools are encouraged to participate.**

Co-sponsored by the
Arkansas Department of Education
and the
Arkansas General Assembly

For More Information, Contact:

Dr. Charity Smith
Assistant Commissioner
Arkansas Department of Education
501-682-4207

Little Rock Central High 1957-2007 Commemoration of 50 Years
"Seizing Educational Opportunities: Character and Courage"

"On September 23, 1957, Little Rock's Central High School became a symbol of integration in America's schools, as mandated by the U.S. Supreme Court's Brown v. Board of Education of Topeka decision of 1954." Nine African-American teenagers entered the school in an attempt to seize better educational opportunities. On September 25, 2007, our nation will celebrate this national event with live news coverage of all activities planned. State, national, and international media will cover this national educational commemoration. The Little Rock Nine: Ernest Green, Elizabeth Eckford, Jefferson Thomas, Dr. Terrence Roberts, Carlotta Walls Lanier, Minnijean Brown Trickey, Gloria Ray Karlmark, Thelma Mothershed-Wair, and Melba Pattillo Beals, will speak during this event. Also scheduled to speak are former President William Jefferson Clinton, President George Bush, Governor Mike Beebe, and distinguished state officials and educational leaders.

To ensure that every high school senior in Arkansas has the opportunity to participate in the historic Little Rock Central High 1957-2007 Commemoration of 50 Years of Integration Celebration, the Arkansas General Assembly has set aside funding to support student participation through the Educational Sub-Committee of the 50th Anniversary Commission for Little Rock Central High and the Arkansas Department of Education. The purpose of student participation is to help encourage students to "boldly seize available educational opportunities" and to provide scholarship opportunities to support post-secondary education for student winners.

In the 2007 legislative session, Senator Irma Hunter Brown and Representative Wilhelmina Lewellen of Little Rock sponsored Act 917 of 2007 of the 86th General Assembly to appropriate funds to make statewide student participation in the 50th Central High School Anniversary possible. All three hundred and eleven high schools are encouraged to participate in the Little Rock Central High 1957-2007 Commemoration, and become a part of history, by participating in the Literacy Composition and Art Collage Contest.

The theme of the contest is "Seizing Educational Opportunities: Character and Courage." Each high school will select the superlative entrant for each category (Literacy Composition and Art Collage). Each high school will have two (2) finalists. Each finalist from across the state will compete with other high school students for grand prize scholarships. Art work composed by student finalists will be judged by the Arkansas Arts Council and literary compositions composed by student finalists will be judged by the Arkansas Literacy Council and Literacy Specialists at the Arkansas Department of Education.

Vantage Learning, Inc. is donating to each high school library a thirty-day opportunity for students to enhance writing skills, and literacy skills through the use of the writing enhancement software, Correct English Desk Top Editor. CorrectEnglish™ is writing enhancement software that checks grammar, style, development, and word choices to

provide students with comprehensive writing help and feedback. It can be used either as a plug-in to Microsoft® Word or as an independent word processor, putting all the writing tools and tips at student fingertips. The really innovative part of this program is that the writer can click on a style button that will offer suggestions on how to make the writing better within the five domains of writing. Any changes made in CorrectEnglish™, are automatically made in either Word or Outlook depending on what the writer is using. Michael Mills, Vice President of Vantage Learning, Inc. will contact the high school principal or librarian by E-mail about the installation process and web-based training procedures for librarians scheduled at 2:00 a.m on September 6, 2007.

All student finalists will be honored at the awards celebration held at the Arkansas State Capitol Rotunda, on September 25, 2007, at 8:00 a.m. and participate in a garden luncheon in the Garden Room of the Clinton Library at 12:30 p.m. Student finalists will tour the Clinton Library, receive free passes to attend the Emancipation Proclamation Exhibit held at the Clinton Library, and meet invited special guests. Student finalists will also be eligible to win educational hardware and software. Winners and finalists will be notified via phone call and/or mail by September 20, 2007. All entries must be received by Friday, September 14, 2007, at 12:00 noon. Please note that all artwork and essays will be returned to students. Entries should be mailed to the following address:

Dr. Charity Fleming Smith, Assistant Commissioner
Division of Public School Academic Accountability
4 Capitol Mall Room 111B
Little Rock, Arkansas, 72201

Scholarships will be awarded for first, second, and third place winners in each category. First-place winners will receive a $1500 scholarship; second-place winners will receive a $1000 scholarship and third-place winners will receive a $500 scholarship. The winning artwork and essays will be placed on display at the Arkansas State Capitol, the Central High Museum, and made available to the Little Rock Nine Foundation.

A continental breakfast and other snacks will be provided for student winners and sponsors from each high school. Breakfast will begin promptly at 7:00 a.m.

In order to assist with transportation costs, student transportation will be reimbursed at twenty-two cents per mile. Transportation reimbursement will be made to sponsors or local school districts using the forms attached to this Commissioner's Memorandum. Completed reimbursement requests should be turned in to the Department of Education Office of Accountability.

Due to limited parking spaces, and because of the large number of out-of-state and international guests expected, high school student winners will be transported by CoachUSA bus from Dickey-Stephens Park located at 400 W. Broadway Avenue, North Little Rock to all events. Sponsors transporting students attending the event may begin parking at the Dickey-Stephens Park parking lot at 6:30 a.m. on September 25, 2007. Busses will depart for the commemorative activities every fifteen minutes beginning at

6:45 a.m. The Department of Education staff and the Little Rock Central High Commission staff will direct students to the appropriate busses.

Student finalists will represent some of the best student writers and artists in the state. The students will witness Arkansas History firsthand; therefore, students should bring materials for note taking or sketch pads for artwork. Students should dress professionally for the occasion and avoid jeans, pullovers, shorts or any other inappropriate attire. For identification purposes, students shall wear respective school t-shirt and slacks to this auspicious event.

All schools are encouraged to participate! This is a once-in-a lifetime historical educational celebration. More information is included in the attached poster.

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

August 24, 2007

Dr. Martin W. Schoppmeyer, Jr.
Haas Hall Academy
13370 Rheas Mill Road
Farmington, AR 72730

Dear Dr. Schoppmeyer:

This letter is to notify you that the State Board of Education (State Board) will be considering an agenda item concerning the Haas Hall Academy at the regularly scheduled meeting of the State Board on September 10, 2007.

Pursuant to action taken at its August 13, 2007 meeting, the State Board required that you meet with appropriate representatives of the Arkansas Teacher Retirement System (ATRS) and ensure that Haas Hall Academy has, to the satisfaction of ATRS, addressed all current debt obligations owed to the ATRS. You will need to bring proof of such status to the September State Board meeting.

The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, Arkansas. You and any other applicable representatives of the school should be in attendance at the meeting.

If you have any questions, please contact my office at 501-682-4227.

Sincerely,

Scott Smith
General Counsel

SS/tw/slr
cc: State Board of Education
Dr. T. Kenneth James, Ed.D., Commissioner of Education
State Board Office
Dr. Bobbie Davis, Assistant Commissioner-Fiscal and Administrative Services
Dee Cox, Coordinator-Special Programs
Dr. Mary Ann Brown, Program Director-Charter Schools

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
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MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #3

ABC Name	City	Program Type	Grant Type	Amount Requested in Round #3
Arkadelphia School District	Arkadelphia	Classroom	Direct Services	97,600
Arkansas Child Abuse Prevention	Little Rock	N/A	Social-Emotional Training	93,588
Arkansas State University Childhood Services	N/A	N/A	Monitoring: Classroom Programs	50,000
Batesville School District	Batesville	Classroom	Direct Services	7,400
BOST	Ft. Smith	Classroom	Direct Services	48,800
Boston Mountain Education Cooperative	Washington/Benton Co.	HIPPY	Direct Services	76,682
Brookland School District	Brookland	Classroom	Direct Services	92,720
Busy Body Child Care Program	Augusta	Classroom	Direct Services	48,800
Cabot School District	Cabot	Classroom	Direct Services	195,200
Carlisle School District	Carlisle	Classroom	Direct Services	24,400
Community Outreach Partnership Enrichment	Hope	Classroom	Direct Services	48,800
Concord School District	Concord/Wilburn	Classroom	Direct Services	24,400
Cossatot Community College	DeQueen	Classroom	Direct Services	122,000
D.R.E.A.M.	North Little Rock	Classroom	Direct Services	97,600
Dawson Education Cooperative	Saline/Clark/Pike/Garland Co.	Classroom	Direct Services	5,000
DeQueen-Mena Education Cooperative	Sevier/Little River/Howard/Polk Co.	Classroom	Direct Services	122,800
Dollarway School District	Pine Bluff	Classroom	Direct Services	195,200
Earle School District	Crittenden Co.	HIPPY	Direct Services	6,250
East Poinsett County School District	Tyronza/Lepanto	Classroom	Direct Services	97,600
Elmina's Loving Arms	West Memphis	Classroom	Direct Services	97,600
Enchantment Child Development Center	Lonoke	Classroom	Direct Services	97,600
Families and Children Together	Union/Columbia/Ouachita Co.	Classroom	Direct Services	12,100
First Baptist Church McGehee	McGehee	Classroom	Direct Services	14,000
First Presbyterian Church Prescott	Prescott	Classroom	Direct Services	5,470
Greenbrier School District	Faulkner Co.	HIPPY	Direct Services	110,022
Growing God's Kingdom	Fayetteville/West Fork	Classroom	Direct Services	97,600
His Little Lambs	Clarksville	Classroom	Direct Services	2,750
Hugs and Tugs	Hardy	FCCH	Direct Services	3,250
Inspired Communities	Cherokee Village	PAT	Direct Services	45,009
Jefferson Comprehensive Care	Pine Bluff	N/A	PAT Technical Assistance	66,739
Kiddie Kampus	Winslow	FCCH	Direct Services	4,880
Kids 1st	Mena	Classroom	Direct Services	5,000

2007-2008 Arkansas Better Chance Program
Recommendations for Funding - Round #3

ABC Name	City	Program Type	Grant Type	Amount Requested in Round #3
Kidz Kare	Ozark	Classroom	Direct Services	195,200
Lil Treasures	Sherwood	Classroom	Direct Services	5,000
Little Angels	Jacksonville	Classroom	Direct Services	43,920
Little Angels Child Care of Prescott	Prescott	Classroom	Direct Services	24,400
Little Kids Daycare		FCCH	Direct Services	78,080
Miss Livy's Preschool for Creative Kids	Greenwood	Classroom	Direct Services	170,800
Mother's Touch FCCH	Booneville	FCCH	Direct Services	2,200
Mrs. Melissa's FHDC	Ash Flat	FCCH	Direct Services	48,800
Northeast Arkansas Education Cooperative	Lawrence/Randolph/Clay Co.	Classroom	Direct Services	97,600
Northeast Arkansas Education Cooperative	Lawrence/Randolph/Clay Co.	HIPPY	Direct Services	90,018
Omaha School District	Omaha	Classroom	Direct Services	76,000
One 2 Grow On	North Little Rock	Classroom	Direct Services	97,600
Ozark Unlimited Resources Education Cooperative	Boone/Carroll/Newton/Marion Co.	Classroom	Direct Services	292,800
Paragould School District	Paragould	Classroom	Direct Services	12,500
Paris School District	Paris/Hartford/Charleston/Mansfield	Classroom	Direct Services	146,400
Pine Bluff School District	Pine Bluff	Classroom	Direct Services	195,200
Play School	Harrisburg	Classroom	Direct Services	48,800
Snuggle Bugs	Siloam Springs	FCCH	Direct Services	214,720
South Arkansas Dev Center for Children/Families	El Dorado	Classroom	Direct Services	97,600
Straightway Preschool	West Memphis	Classroom	Direct Services	97,600
Sunny Day School	England	Classroom	Direct Services	48,800
The Exploration Station	Hackett	Classroom	Direct Services	297,680
University of Arkansas	N/A	N/A	PreK ELLA, INDEX, Frameworks, SEL	200,000
University of Arkansas at Pine Bluff	Pine Bluff	Classroom	Direct Services	43,920
Western Arkansas Child Development	Sebastian/Crawford Co.	Classroom	Direct Services	512,400
Western Yell Co. School District	Belleville	Classroom	Direct Services	4,880
				5,159,778

Performance Level Descriptors and Cut Scores
for
Alternate Portfolio Assessment
for
Students with Disabilities
for
Science Portfolio (Grades 5 and 7)

Performance Level Descriptors
for
Special Education Alternate Portfolio Assessment
for

English Language Arts (Grades 3-8, and 11)

Mathematics (Grades 3-9)

Science (Grades 5, 7, and 10)

Alternate Portfolio Assessment System for Students with Disabilities

Grades 5 and 7 Science

Performance Level Descriptors
and
Percentage of Students
within
Five Performance Levels

July 2007
Standard Setting Results

Performance Levels and Descriptors for the Grade 5 Science Alternate Portfolio Assessment System for Students with Disabilities

Performance Level	Definition
Not Evident	Fifth-grade students with disabilities at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	Fifth-grade students with disabilities at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the supported independence level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance. *Fifth-grade students with disabilities performing at this level may be able to* • *identify various animal or plant structures;* • *list examples of plants and animals found in a particular ecosystem;* • *examine physical characteristics using everyday objects;* • *examine various simple machines; and* • *distinguish between various earth materials (e.g., rocks, mineral, soil) and organic matter.*
Supported Independence	Fifth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *create models of various animal and plant structures;* • *make generalizations about the types of organisms in a particular ecosystem;* • *list physical characteristics of various substances;* • *list examples of simple machines; and* • *make simple observations about various samples of rocks, minerals, and soil.*

Performance Levels and Descriptors for the Grade 5 Science Alternate Portfolio Assessment System for Students with Disabilities (continued)

Performance Level	Definition
Functional Independence	Fifth-grade students with disabilities performing at the Functional Independence level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *compare various animal and plant structures;* • *categorize organisms found in a particular ecosystem;* • *compare the physical characteristics of various substances;* • *classify simple machines; and* • *compare the characteristics of various rocks, minerals, and soil types.*
Independent	Fifth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *compare and contrast various animal and plant structures and their functions;* • *compare the roles of various organisms within a particular ecosystem;* • *categorize substances according to their physical properties;* • *demonstrate the use of various types of simple machines; and* • *conduct investigations of various rocks, minerals, and soil types.*

Percentage of Students within Five Performance Levels for the Grade 5 Science Alternate Portfolio Assessment System for Students with Disabilities

Raw Score	*Performance Levels*	*Percentage of Students*
0–287	Not Evident	22.17
288–325	Emergent	15.80
326–335	Supported Independence	10.14
336–351	Functional Independence	19.58
352–360	Independent	32.31

Performance Levels and Descriptors for the Grade 7 Science Alternate Portfolio Assessment System for Students with Disabilities

Performance Level	Definition
Not Evident	Seventh-grade students with disabilities at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	Seventh-grade students with disabilities at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the Supported Independence level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance. *Seventh-grade students with disabilities performing at this level may be able to* • *identify one or more systems in the human body;* • *examine the life cycles of various organisms;* • *explore a variety of commonly-occurring compounds;* • *identify objects and/or picture symbols as having potential or kinetic energy;* • *examine various factors that affect climate and weather; and* • *identify, using a model, the rotation and tilt of the Earth.*
Supported Independence	Seventh-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *identify some of the organs belonging to a particular human body system;* • *identify examples of sexual and asexual reproduction in plants and animals;* • *identify a variety of commonly-occurring compounds;* • *demonstrate potential or kinetic energy using common objects;* • *list various factors that affect climate and weather; and* • *examine the causes of the day/night cycle and seasonal change.*

Performance Levels and Descriptors for the Grade 7 Science Alternate Portfolio Assessment System for Students with Disabilities (continued)

Performance Level	Definition
Functional Independence	Seventh-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *identify specific organs within two or more human body systems;* • *compare life cycles and methods of reproduction in plants and animals;* • *list the elements that form simple commonly-occurring compounds;* • *model activities that demonstrate the use of potential and kinetic energy;* • *compare various factors that affect climate and weather; and* • *model the effects of the Earth's rotation and tilt.*

Performance Levels and Descriptors for the Grade 7 Science Alternate Portfolio Assessment System for Students with Disabilities (continued)

Performance Level	Definition
Independent	Seventh-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *organize various organs according to the appropriate human body system;* • *label the life cycles and reproductive systems of plants and animals;* • *compare the properties of compounds with the properties of the elements of which they are composed;* • *conduct investigations to identify various types of potential and kinetic energy;* • *chart and compare climate and weather conditions in various regions of the country; and* • *describe the relationship between the Earth's rotation and the day/night cycle. Additionally, describe the relationship between the Earth's tilt and the seasons.*

Percentage of Students within Five Performance Levels for the Grade 7 Science Alternate Portfolio Assessment System for Students with Disabilities

Raw Score	*Performance Levels*	*Percentage of Students*
0–268	Not Evident	16.02
269–295	Emergent	13.27
296–320	Supported Independence	12.59
321–342	Functional Independence	17.85
343–360	Independent	40.27

Performance Level Descriptors

for

Grades 3 through 11

Alternate Portfolio Assessment System

for

Students with Disabilities

for

Literacy, Mathematics, and Science

Performance Levels and Descriptors for the Grades 3 through 11 Alternate Portfolio Assessment System for Students with Disabilities for Literacy, Mathematics, and Science

Performance Levels and Definitions for the Grades 3 through 11 Alternate Portfolio Assessment System for Students with Disabilities

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The five performance levels for students with disabilities are generally defined as follows:

Independent: Students at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established literacy, mathematics, or science skills to real-world situations. They can generalize learned skills to solve new challenges. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Functional Independence: Students at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established literacy, mathematics, or science skills to real-world situations but may require minimal prompting. They perform these skills accurately in most instances but make occasional errors. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Supported Independence: Students at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply literacy, mathematics, or science skills and require frequent prompting. They make errors but occasionally perform these skills accurately. The student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Emergent: Students at the Emergent Level do not sufficiently demonstrate the literacy, mathematics, or science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills and may require continuous prompting. In addition, the student may be unable to perform these skills without extensive support and assistance due to physical disabilities.

Not Evident: Students at the Not Evident Level demonstrate no evidence of performance toward the literacy, mathematics, or science skills being assessed.

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;* • *listen and respond to literature by facing the reader, displaying an emotional response, and maintaining attention;* • *participate at appropriate times in reciting the Pledge of Allegiance, mottos, affirmations, etc., with or without assistive devices; and* • *respond to one-step oral directions, such as "Come here, please." "Look." "Line up."* *When retelling stories, Emergent Level students may be able to* • *make eye contact when spoken to (look at the speaker);* • *respond to questions after listening to the speaker, with the teacher or the student recording the response;* • *retell a story using pictures, symbols, or communication devices at appropriate times with or without assistive devices.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *show appropriate posture (sit in appropriate manner);* • *participate in read aloud and listen to the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology; and* • *respond to two-step oral directions, such as "Go to the door and open it." "Pick up your clothes and put them in the hamper."* *When listening to literature, retelling, or telling stories, Supported Independence Level students may be able to* • *listen to a story or activity on the computer and/or audio device and answer questions or respond to prompts; and* • *respond by using pictures, objects, and/or communication devices to complete a task, such as a worksheet.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by listening to a story read aloud and responding orally or in writing, with or without a communication device;* • *respond to a speaker's directive by responding with appropriate gestures and explaining what the gestures mean;* • *participate in group or individual speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology; and* • *follow three-step oral directions, such as "Take the absentee slip off of the door, take it to the office, and return to class."* *When listening to literature, retelling, or telling stories, Functional Independence Level students may be able to* • *retell a story and/or tell an original story orally with or without the use of pictures, symbols, or communication devices; and* • *listen to an activity or story read aloud and give oral or written response.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *respond to questions after listening to a speaker, with the teacher or the student recording the response;* • *respond to teacher directives by correctly completing worksheets or tasks; and* • *participate in independent speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive devices.* *When listening to literature, retelling, or telling stories, Independent Level students may be able to* • *listen to an activity or story read aloud and respond either orally, by written response, or by creating a related project; and* • *retell a story orally with or without the use of pictures, symbols, or communication devices.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *choose pictures from magazines or catalogs to create a list for special events;* • *use pictures or symbols to write a sentence; and write using pictures (e.g., picture recipes, shopping lists, daily schedules).* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *spell their names correctly, with or without models, using letter manipulatives, stamps, or assistive technology;* • *identify the correct capital letter by circling, pointing, or choosing; and* • *choose, point, or circle appropriate simple abbreviations in personal data, with or without assistive technology.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *arrange pictures, shapes, letters, or objects in a sequence, with or without models; and* • *match pictures to words to apply new vocabulary and concepts from reading to writing, such as safety, shopping, warning, community, and/or environmental print, with or without assistive technology and/or models.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *choose the central idea as related to a topic when given situations to respond to in a familiar scenario;* • *draw a picture of a cell, create a diagram, or math chart with or without assistive technology;* • *choose pictures or clipart to include on the class Web site; and* • *write by tracing or using stamps, personal data, sentences, and words.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *spell the days of the week or the months of the year, with or without models, using letter manipulatives, stamps, or technology;* • *identify the correct capital letter within a sentence using computer activities, games, and/or worksheets; and* • *choose, point, or circle appropriate simple abbreviations (e.g.., Ms., Mrs., Dr., Rd., St. etc.), with or without technology.* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *arrange simple steps of a recipe, schedule, etc., with or without models; and* • *use weekly vocabulary words to apply new vocabulary from reading to writing, such as sight, safety, and/or community words, using communication devices or word stamps, with or without models.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *copy personal data, schedules, spelling words, etc., using letters, technology, and/or word stamps;* • *write their names on library cards using a name stamp; and* • *write word lists, schedules, grocery lists, and personal data using models.* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *spell important school words (e.g.., cafeteria, library, art, etc.) and/or classmates' names, with or without models, using writing tools;* • *identify the correct capital letter within a sentence or paragraph using computer activities, games, and/or worksheets; and* • *choose, point, circle, or write appropriate simple abbreviations for the days of the week and/or the months of the year, with or without technology.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *arrange words in a logical sequence to form a sentence with or without models; and* • *use weekly vocabulary words from worksheets, computer games, vocabulary games, and newspapers.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *write or copy letters, notes, invitations, or numbers, with or without models;* • *write personal data on an application with or without models; and* • *write word lists, schedules, personal data, or grocery lists, without models.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *spell environmental logos (e.g., names of restaurants, stores), functional words, or survival words, with or without models, using writing tools;* • *identify the correct capital letter within a passage using computer activities, games, and/or worksheets; and* • *choose, circle, point, or write appropriate abbreviations for states, with or without technology.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *arrange sentence strips in a logical sequence to form a paragraph with our without models; and* • *use weekly vocabulary words to apply vocabulary concepts from reading to writing using worksheets, vocabulary games, and newspapers.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are just beginning to show understanding of the use of reading skills to read, examine, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects in a sequence and follow directions or schedules written using pictures. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *arrange pictures, shapes, letters, or objects in a sequence, with or without models;* • *summarize a story using objects or pictures after listening to a story; and* • *follow a daily schedule using pictures.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *use pictures to read and to respond to questions about the daily schedule by pointing, responding orally, and/or using assistive devices to respond correctly to questions; and* • *look through a book to find specific information and share findings with others.* *When acquiring new vocabulary, such as sight words, Emergent Level students may be able to* • *match pictures to word, such as safety, warning, shopping, community, and/or environmental print, with or without technology and/or models; and* • *place pictures of nouns into the categories of a person, place, or thing using the chalk board, a worksheet, or a computer.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *organize information and events by arranging words in a logical sequence to form a sentence with or without models;* • *draw a picture to summarizer a story after listening to the story read aloud or on the computer; and* • *use a picture recipe to make a sandwich.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *use pictures to read environmental print by point or using communication devices; and* • *match Pictures to the names of their family members.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *use weekly vocabulary words, such as sight words, safety vocabulary, and/or community words using communication devices or word stamps, with or without models; and* • *categorize nouns and action verbs when given pictures of nouns and action verbs.*
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *arrange sentence strips in a logical sequence to form a paragraph with or without models; and* • *follow directions for proper hand washing.* *When reading, examining, and responding to texts, Functional Independence Level students may be able to* • *read texts using assistive technology (e.g., talking books, voice output devices);* • *read a class birthday chart to find out the birthdays for the month; and* • *use a picture menu to select a desired meal.*

	When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to • *use weekly vocabulary words, including sight words and reading words, in worksheets, computer games, vocabulary games, and newspapers; and* • *match synonyms with given pictures or word cards.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *arrange simple steps of a recipe, schedule, etc., with or without models;* • *summarize a story orally to a peer after listening to a story on computer or read aloud; and* • *follow the directions using pictures or writing for the procedures of a fire drill.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read printed material from a computer, the Internet, a newspaper, magazines, comics, books, etc., and share orally or in writing what they have read;* • *read a calendar to find upcoming schools and/or family events; and* • *use a school map to locate different areas or rooms of the school campus.* *When acquiring new vocabulary, Independent Level students may be able to* • *use weekly vocabulary words to apply vocabulary concepts in worksheets, computer activities, vocabulary games, and newspapers; and* • *play BINGO antonym game with peers.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without expensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;* • *listen and respond to literature by facing the reader, displaying an emotional response, maintaining attention, and using a communication mode to answer questions about the story, such as "How did the story make you feel?";* • *participate at appropriate times in reciting the "Pledge of Allegiance," mottos, affirmations, etc., with or without assistive devices; and* • *respond to one-step oral directions, such as "Come here, please." "Look." "Line up."* *When retelling stories, Emergent Level students may be able to* • *make eye contact when spoken to (look at the speaker);* • *respond to questions after listening to the speaker, with the teacher or the student recording the response;* • *retell a story using pictures, symbols, or communication devices at appropriate times, with or without assistive devices.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *show appropriate posture (sit in appropriate manner);* • *participate in read aloud and listen to the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology;* • *respond to two-step oral directions, such as "Go to the door and open it." "Pick up your clothes and put them in the hamper."* *When listening to literature, retelling, or telling stories, Supported Independence Level students may be able to* • *listen to a story or activity on the computer and/or audio device and answer questions or respond to prompts; and* • *respond by using pictures, objects, and/or communication devices to complete a task, such as a worksheet.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by listening to a story read aloud and responding orally or in writing, with or without a communication device;* • *respond to a speaker's directive by responding with appropriate gestures and explaining what the gestures mean;* • *participate in group or individual speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive technology; and* • *follow three-step oral directions, such as "Take the absentee slip off the door, take it to the office, and return to class."* *When listening to literature, retelling, or telling stories, Functional Independence Level students may be able to* • *retell a story and/or tell an original story orally with or without the use of pictures, symbols, or communication devices; and* • *listen to an activity or story read aloud and give oral or written responses.*
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *respond to questions after listening to a speaker, with the teacher or the student recording the response;* • *respond to teacher directives by correctly completing worksheets or tasks; and* • *participate in independent speaking activities, such as reciting the "Pledge of Allegiance," class motto, affirmations, etc., with or without assistive devices.* *When listening to literature, retelling, or telling stories, Independent Level students may be able to* • *listen to an activity or story read aloud and respond either orally, by written response, or by creating related projects; and* • *tell a story orally with or without the use of pictures, symbols, or communication devices.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. They may use technology for writing and/or for collecting information for writing. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *choose pictures from magazines or catalogs to create a list for special events; and* • *use pictures or symbols to write a sentence and write using pictures (e.g., picture recipes, shopping lists, daily schedules).* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *spell their names correctly, with or without models, using letter manipulatives, stamps, or assistive technology;* • *identify the correct capital letter by circling, pointing, or choosing; and* • *choose, point, or circle appropriate simple abbreviations in personal data, with or without assistive technology.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *arrange pictures, shapes, letters, or objects in a sequence, with or without models; and* • *match pictures to words to apply new vocabulary and concepts from reading to writing, such as safety, shopping, warning, community, and/or environmental print, with or without assistive technology and/or models.*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. They may use technology for writing and/or for collecting information for writing. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *choose the central idea as related to a topic when given situations to respond to in a familiar scenario;* • *draw a picture of a cell, create a diagram, or math chart with or without assistive technology;* • *choose pictures or clipart to include on the class Web site; and* • *write by tracing or using stamps, personal data, sentences, and words.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *spell the days of the week or the months of the year, with or without models, using letter manipulatives, stamps, or technology;* • *identify the correct capital letter within a sentence using computer activities, games, and/or worksheets; and* • *choose, point, or circle appropriate simple abbreviations (e.g., Mr., Mrs., Dr., Rd., St. etc.), with or without technology.* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *use pictures to sequence events prior to writing, such as steps for hand washing, sequential dates, organizing school events;* • *arrange simple steps of a recipe, schedule, etc., with or without models; and* • *use weekly vocabulary words to apply new vocabulary from reading to writing, such as sight, safety, and/or community words, using communication devices or word stamps, with or without models.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They may use technology for writing and/or for collecting information for writing. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *copy personal data, schedules, spelling words, etc., using letters, technology, and/or word stamps;* • *write their names on library cards using a name stamp; and* • *write word lists, schedules, grocery lists, and personal data using models.* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *spell important school words (e.g., cafeteria, library, art, etc.) and/or classmates' names, with or without models, using writing tools;* • *identify the correct capital letter within a sentence or paragraph using computer activities, games, and/or worksheets; and* • *choose, point, circle, or write appropriate simple abbreviations for the days of the week and/or the months of the year, with or without technology.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *arrange words in a logical sequence to form a sentence with or without models;* • *use weekly vocabulary words from worksheets, computer games, vocabulary games, and newspapers; and* • *email a friend to gather information about a topic using technology.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They may use technology for writing and/or for collecting information for writing. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *write or copy letters, notes, invitations, or numbers, with or without models;* • *write personal data on an application with or without models; and* • *write word lists, schedules, personal data, or grocery lists, without models.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *spell environmental logos (e.g., names of restaurants, stores), functional words, or survival words, with or without models, using writing tools;* • *identify the correct capital letter within a passage using computer activities, games, and/or worksheets; and* • *choose, circle, point, or write appropriate abbreviations for states, with or without technology.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *arrange sentence strips in a logical sequence to form a paragraph with our without models;* • *use weekly vocabulary words to apply vocabulary concepts from reading to writing using worksheets, vocabulary games, and newspapers; and* • *email the Chamber of Commerce of a given city to gather information about attractions or local events using technology.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are just beginning to show understanding of the use of reading skills to read, examine, and respond to a variety of texts for specific purposes. They organize information using pictures, shapes, letters, or objects in a sequence and follow directions or schedules written using pictures. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *arrange pictures, shapes, letters, or objects in a sequence, with or without models;* • *summarize a story using objects or pictures after listening to a story; and* • *follow a daily schedule using pictures.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *use pictures to read and respond to questions about the daily schedule by pointing, responding orally, and/or using assistive devices to respond correctly to questions; and* • *look through a book to find specific information and share findings with others.* *When acquiring new vocabulary, such as sight words, Emergent Level students may be able to* • *match pictures to words, such as safety, warning, shopping, community, and/or environmental print, with or without technology and/or models; and* • *place pictures of nouns into the categories of a person, place, or thing using the chalk board, a worksheet, or a computer.* *When reading a variety of texts and stories, Emergent Level students may be able to* • *look through a book and share finding in a scavenger hunt using pictures;* • *read text using pictures or word cards and technology or communication devices to answer questions; and* • *read stories with and/or without technology and/or communication devices to answer question using pictures.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *organize information and events by arranging words in a logical sequence to form a sentence with or without models;* • *draw a picture to summarize a story after listening to the story read aloud or on the computer; and* • *use a picture recipe to make a sandwich.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *use pictures to read environmental print by point or using communication devices; and* • *match pictures to the names of their family members.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *use weekly vocabulary words, such as sight words, safety vocabulary, and/or community words using communication devices or word stamps, with or without models; and* • *categorize nouns and action verbs when given pictures of nouns and action verbs.* *When reading a variety of texts and stories, Supported Independence Level students may be able to* • *read a book and answer questions about the book using technology or communication devices; and* • *match pictures to the names of their family members.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *arrange sentence strips in a logical sequence to form a paragraph with or without models; and* • *follow directions for proper hand washing.* *When reading, examining, and responding to a variety of texts, Functional Independence level students may be able to* • *read texts using assistive technology (e.g., talking books, voice output devices);* • *read a class birthday chart to find out the birthdays for the month; and* • *use a picture menu to select a desired meal.* *When acquiring new vocabulary, Functional Independence Level students may be able to* • *use weekly vocabulary words, including sight words and reading words, in worksheets, computer games, vocabulary games, and newspapers; and* • *match synonyms with given pictures or word cards.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *arrange simple steps of a recipe, schedule, etc., with or without models;* • *summarize a story orally to a peer after listening to a story on computer or read aloud; and* • *follow the directions using pictures or writing for the procedures of a fire drill.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read printed material from a computer, the Internet, a newspaper, magazines, comics, books, etc., and share orally or in writing what they have read;* • *read a calendar to find upcoming schools and/or family events; and* • *use a school map to locate different areas or rooms of the school campus.* *When acquiring new vocabulary, Independent Level students may be able to* • *use weekly vocabulary words to apply vocabulary concepts in worksheets, computer activities, vocabulary games, and newspapers; and* • *play BINGO antonym game with peers.* .

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;* • *follow directions given by the teacher to complete a task, such as measuring using a teacher-generated rubric of appropriate listening behaviors that have been shared with the student;* • *evaluate oral and/or visual presentation using a topic rubric developed by the teacher; and* • *identify one detail from a speaker's topic, oral reading, or video presentation.* *When sharing information with others, Emergent Level students may be able to* • *identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;* • *express a request, such as eat, drink, move, etc.; and* • *identify or choose words associated with personal information, such as name, address, and other personal information.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *demonstrate attentive listening by asking questions of interest based on the speaker's topic;* • *indicate two or more details about a speaker's topic; and* • *respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.* *When sharing information with others, Supported Independence Level students may be able to* • *identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;* • *express a request in complete sentences and thoughts either dictated or self-composed, such as "I need to go to the cafeteria"; and* • *identify or choose words associated with personal information, such as name, address, and other personal information.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by creating a picture or identifying a product based on the speaker's topic;* • *sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;* • *respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and* • *prepare a chart related to a teacher-selected topic in order to convert information about that chart.* *When sharing information with others, Functional Independence Level students may be able to* • *initiate and participate in an informal conversation with adults, such as telling the teacher about a family event; and* • *identify and match written words to pictures and/or objects.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *demonstrate attentive listening by using note-taking skills to express ideas based on the speaker's topic;* • *list/identify the specific details of a main idea (topic), such as details of a daily schedule; and* • *respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.* *When sharing information with others, Independent Level students may able to* • *locate a variety of pictures, objects, and illustrations to present information or a story about a self-selected topic;* • *identify/match words associated with specific content and reading vocabulary; and* • *present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *generate, with assistance, a list of personal experiences, such as a home to school journal to record school and family activities; and* • *categorize/organize a list based upon a specific topic, such as identifying the pictures of shapes, numerals, things seen at home, things seen in the classroom, and/or occupations.* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *choose one simple sentence from three or more simple sentences that relate to a specific topic, picture, object, etc.;* • *choose a noun picture and a verb picture to create a two-word simple sentence;* • *identify the capitalized word or sentence; and* • *identify the requested ending punctuation mark when prompted.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *choose one object or picture and dictate a sentence about that object or picture;* • *identify/select the correct picture or symbol, etc., that relates to a specific content area, such as mathematics;* • *match vocabulary to pictures, objects, and illustrations relating to the daily schedule; and* • *identify what comes first in the daily schedule when given the daily schedule, such as "Are you going to brush your teeth before or after you eat?"*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *identify vocabulary (e.g., pictures, objects, illustrations, words) related to items needed for a recipe;* • *dictate sentences that tell a story;* • *use the previously chosen object or picture and dictate two sentences about that object or picture; and* • *identify/select two correct pictures or symbols that relate to a specific content area, such as choosing the plus (+) and the minus (–) signs as symbols of mathematics.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *match pictures correctly to simple sentences that tell about them;* • *use picture prompts and choose the correct ending punctuation mark for declarative, interrogative, and exclamatory sentences;* • *identify the capitalized word or sentence, such as a common noun versus a proper noun; and* • *dictate a simple sentence about a specific topic (e.g., picture, object, etc.).* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *identify what comes next when given the daily schedule;* • *brainstorm, with assistance, a list of ideas on a particular topic, such as a list of the people in your family;* • *develop, with assistance, a word web based upon a specific topic, such as "shapes" and placing pictures, objects, or words with shape names around the central idea; and* • *dictate sentences related to the previously selected topic.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *write sentences that tell a story;* • *add two to three detail sentences to the previously dictated sentences;* • *dictate two sentences that relate to the specific content area; and* • *identify vocabulary related to personal information (e.g., name, address, phone number).* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *sequence words in correct order using word cards made from the previously dictated sentence;* • *rewrite the first letter of a word in a sentence as a capital letter; and* • *write the correct ending punctuation for previously written declarative, interrogative, and exclamatory sentences.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *organize and elaborate on the ideas related to a previously selected topic;* • *develop a chart on a teacher-identified topic (after it has been modeled by the teacher);* • *develop a list of ideas related to a given topic, such as identifying various ideas related to summer vacation; and* • *dictate a simple declarative and a simple interrogative sentence.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *identify the who, what, and when of the story based upon observation during reading;* • *generate a list of items/ideas related to a topic and choose either a chart or word web to demonstrate those items/ideas;* • *draft a paragraph of three to five sentences on the previously selected topic; and* • *select from three or more sentences those that relate to the specific content area and omit those that do not relate.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *write two simple sentences about a specific topic. Using word cards made from these sentences, sequence the words in the correct order;* • *create a complete sentence using correct capitalization, such as multiple words in sentences requiring capitalization; and* • *write a complete sentence using the correct ending punctuation mark with or without a model.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *organize and write in sequential order three to five sentences that tell a story;* • *organize sentence strips of the previously dictated sentences into a logical sequence;* • *identify vocabulary appropriate to content areas, such as the vocabulary related to classroom jobs; and* • *identify using a three-step process what comes first, next, and last when given the daily schedule.*

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *decode items on a daily schedule, such as "Point to when you go to lunch";* • *match pictures or objects to items in a recipe, such as "Match the egg to the word 'egg' in the recipe";* • *identify words associated with items in the classroom, such as "Match the word 'desk' to a desk";* • *identify the major character(s)upon reading a story; and* • *identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo, and the student will discuss this information with the teacher and relay to class;* • *read daily using an assistive device such as a book on tape or CD-ROM;* • *skim pictures and/or objects to locate the requested items; and* • *read and respond to prompts regarding the daily schedule.* *When acquiring new vocabulary, Emergent Level students may be able to* • *decode items on a daily schedule, such as pointing to when you go to lunch, etc.;* • *match pictures or objects to items in a recipe, such as matching the egg to the word "egg" in the recipe; and* • *identify words associated with items in the classroom, such as matching the word "desk" to a desk.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about favorite flavor of ice cream;* • *identify the setting (time and place) of a story; and* • *identify the main idea of a two-sentence paragraph.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *read a self-selected book or piece of text daily;* • *skim for the highlighted text (e.g., picture, graphic, object); and* • *read and respond to prompts regarding the sequence of steps in a recipe.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;* • *match pictures of school-related activities to the word, such as matching a picture of the central office to the word "office"; and* • *identify words associated with people, such as matching the word "nurse" to a picture of a nurse.*

English Language Arts (ELA) Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;* • *identify events at the beginning, the middle and end of the story upon reading a story; and* • *identify the main idea of a three-sentence paragraph.* *When reading, examining, and responding to texts, Functional Independence Level students may be able to* • *read a piece of text or book daily with a peer;* • *skim for the bold text (e.g., picture, graphic, object); and* • *read and respond to prompts regarding items in a catalog, such as making a list, etc.* *When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to* • *decode pictures of objects or words regarding recreational items and make a choice, such as "Which do you like best, the tricycle or the bicycle?"; and* • *identify words associated with personal information.*

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;* • *identify the major characters (who), the setting (when and where) and the plot (what happened) upon reading a story; and* • *identify the main idea of a simple passage.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;* • *use a computer to skim for items such as games or other Internet categories; and* • *read and respond to prompts regarding a menu (picture or printed).* *When acquiring new vocabulary, Independent Level students may be able to* • *decode pictures, words, or objects regarding safety signs and respond to the appropriate meaning, such as "Which sign means 'Stop?'";* • *match a variety of pictures to sight words on a word wall or word journal; and* • *identify words associated with content-relevant words, such as matching the name of an animal to a picture of that animal.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *face the speaker, make eye contact, maintain attention, and give feedback using a communication device and/or by verbal communication;* • *follow directions given by the teacher to complete a task, such as measuring using a teacher-generated rubric of appropriate listening behaviors that have been shared with the student;* • *evaluate oral and/or visual presentation using a topic rubric developed by the teacher; and* • *identify one detail from a speaker's topic, oral reading, or video presentation.* *When sharing information with others, Emergent Level students may be able to* • *identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;* • *express a request, such as eat, drink, move, etc.; and* • *identify or choose words associated with personal information, such as name, address, and other personal information.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *demonstrate attentive listening by asking questions of interest based on the speaker's topic;* • *indicate two or more details about a speaker's topic; and* • *respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.* *When sharing information with others, Supported Independence Level students may be able to* • *identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;* • *express a request in complete sentences and thoughts either dictated or self-composed, such as "I need to go to the cafeteria"; and* • *identify or choose words associated with personal information, such as name, address, and other personal information.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by creating a picture or identifying a product based on the speaker's topic;* • *sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;* • *respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and* • *prepare a chart related to a teacher-selected topic in order to convert information about that chart.* *When sharing information with others, Functional Independence Level students may be able to* • *initiate and participate in an informal conversation with adults, such as telling the teacher about a family event; and* • *identify and match written words to pictures and/or objects.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *demonstrate attentive listening by using note-taking skills to express ideas about the speaker's topic;* • *list/identify the specific details of a main idea (topic), such as details of a daily schedule; and* • *respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.* *When sharing information with others, Independent Level students may be able to* • *locate a variety of pictures, objects, and illustrations to present information or a story about a self-selected topic;* • *identify/match words associated with specific content and reading vocabulary; and* • *present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *generate, with assistance, a list of personal experiences, such as a home to school journal to record school and family activities; and* • *categorize/organize a list based upon a specific topic, such as identifying the pictures of shapes, numerals, things seen at home, things seen in the classroom, and/or occupations.* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *choose one simple sentence from three or more simple sentences that relate to a specific topic, picture, object, etc.;* • *choose a noun picture and a verb picture to create a two-word simple sentence;* • *identify the capitalized word or sentence; and* • *identify the requested ending punctuation mark when prompted.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *choose one object or picture and dictate a sentence about that object or picture;* • *identify/select the correct picture or symbol, etc., that relates to a specific content area, such as mathematics;* • *match vocabulary to pictures, objects, and illustrations relating to the daily schedule; and* • *given the daily schedule, identify what comes first in the daily schedule, such as "Are you going to brush your teeth before or after you eat?"*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *identify vocabulary (e.g., pictures, objects, illustrations, words) related to items needed for a recipe;* • *dictate sentences that tell a story;* • *use a previously chosen object or picture to dictate two sentences about that object or picture; and* • *identify/select two correct pictures or symbols that relate to a specific content area, such as choosing the plus (+) and the minus (–) signs as symbols of mathematics.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *match pictures correctly to simple sentences that tell about them;* • *use picture prompts to choose the correct ending punctuation mark for declarative, interrogative, and exclamatory sentences;* • *identify the capitalized word or sentence, such as a common noun versus a proper noun; and* • *dictate a simple sentence about a specific topic (e.g., picture, object, etc.).* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *identify what comes next when given the daily schedule;* • *brainstorm, with assistance, a list of ideas on a particular topic, such as a list of the people in your family;* • *develop, with assistance, a word web based upon a specific topic, such as "shapes" and placing pictures, objects, or words with shape names around the central idea; and* • *dictate sentences related to the previously selected topic.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be to* • *write sentences that tell a story;* • *add two to three detail sentences to the previously dictated sentences;* • *dictate two sentences that relate to the specific content area; and* • *identify vocabulary related to personal information (e.g., name, address, phone number).* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *sequence the words in correct order using word cards made from the previously dictated sentence; and* • *write the correct ending punctuation for previously written declarative, interrogative, and exclamatory sentences.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *organize and elaborate on the ideas related to a previously selected topic;* • *develop a chart on a teacher-identified topic (after it has been modeled by the teacher);* • *develop a list of ideas related to a given topic, such as identifying various ideas related to summer vacation; and* • *dictate a simple declarative and a simple interrogative sentence.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *based upon observation during reading, identify the who, what, and when of the story;* • *generate a list of items/ideas related to a topic and choose either a chart or word web to demonstrate those items/ideas;* • *draft a paragraph of three to six sentences on the previously selected topic; and* • *select from three or more sentences those that relate to the specific content area and omit those that do not relate.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *write two simple sentences about a specific topic. Using word cards made from these sentences, sequence the words in the correct order;* • *create a complete sentence using correct capitalization, such as multiple words in sentences requiring capitalization; and* • *write a complete sentence using the correct ending punctuation mark with or without a model.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *organize and write in a sequential order three to six sentences that tell a story;* • *organize sentence strips of the previously dictated sentences into a logical sequence;* • *identify vocabulary appropriate to content areas, such as the vocabulary related to classroom jobs; and* • *identify using a three-step process what comes first, next and last given the daily schedule.*

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *decode items on a daily schedule, such as "Point to when you go to lunch";* • *match pictures or objects to items in a recipe, such as "Match the egg to the word 'egg' in the recipe";* • *identify words associated with items in the classroom, such as "Match the word 'desk' to a desk";* • *identify the major character(s) upon reading a story; and* • *identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and the will discuss this information with the teacher and relay this information to the class;* • *read daily using an assistive device such as a book on tape or CD-ROM;* • *skim pictures and/or objects to locate the requested items; and* • *read and respond to prompts regarding the daily schedule.* *When acquiring new vocabulary, Emergent Level Students may be able to* • *decode items on a daily schedule, such as pointing to when you go to lunch, etc.;* • *match pictures or objects to items in a recipe, such as matching the egg to the word "egg" in the recipe; and* • *identify words associated with items in the classroom, matching the word "desk" to a desk.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;* • *identify the setting (time and place) of a story; and* • *identify the main idea of a two-sentence paragraph.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *read a self-selected book or piece of text daily;* • *skim for the highlighted text (e.g., picture, graphic, object); and* • *read and respond to prompts regarding the sequence of steps in a recipe.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;* • *match pictures of school-related activities to the word, such as matching a picture of the central office to the word "office"; and* • *identify words associated with people, such as matching the word "nurse" to a picture of a nurse.*

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;* • *identify events at the beginning, the middle and end of a story; and* • *identify the main idea of a three-sentence paragraph.* *When reading, examining, and responding to texts, Functional Independence level students may be able to* • *read a piece of text or book daily with a peer;* • *skim for the bold text (e.g., picture, graphic, object); and* • *read and respond to prompts regarding items in a catalog (making a list, etc.).* *When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to* • *decode pictures of objects or words regarding recreational items and make a choice, such as "Which do you like best, the tricycle or the bicycle?"; and* • *identify words associated with personal information.*

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;* • *identify the major characters (who), the setting (when and where), and the plot (what happened) of a story; and* • *identify the main idea of a simple passage.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;* • *use a computer to skim for items such as games or other Internet categories; and* • *read and respond to prompts regarding a menu (picture or printed).* *When acquiring new vocabulary, Independent Level students may be able to* • *decode pictures, words or objects regarding safety signs and respond to the appropriate meaning, such as "Which sign means 'Stop?'";* • *match a variety of pictures to sight words on a word wall or word journal; and* • *identify words associated with content-relevant words, such as matching the name of an animal to a picture of that animal.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *demonstrate active listening by responding to teacher-generated questions and by/selecting or responding with the correct answer;* • *evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and* • *identify two or more details from a speaker's topic, oral reading, or video presentation.* *When sharing information with others, Emergent Level students may be able to* • *identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;* • *choose a completed activity for a presentation with or without the use of appropriate visual aids, such as a picture book; and* • *develop vocabulary specific to content area by matching words to definition.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *listen to a specific speaker and generate questions of interest;* • *indicate two or more details about a speaker's topic; and* • *respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.* *When sharing information with others, Supported Independence Level students may be able to* • *identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;* • *express a request in complete sentences and thoughts either dictated or self-composed to communicate a desire, such as "I would like something to eat"; and* • *generate a list of favorite activities and present to class using appropriate visual aids.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by researching additional information relating to the speaker's topic, such as completing an Internet search;* • *sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;* • *respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and* • *prepare a chart related to a teacher-selected topic in order to convert information about that chart.* *When sharing information with others, Functional Independence Level students may be able to* • *initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show; and* • *identify and match written words to pictures, objects, and/or text.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *demonstrate attentive listening by using note-taking skills to collect ideas about the speaker's topic;* • *list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and* • *respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.* *When sharing information with others, Independent Level students may be able to* • *categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;* • *identify/match words associated with specific content and reading vocabulary; and* • *present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *generate, with assistance, a sentence from a choice of two objects on a specified topic within a specified time frame; and* • *categorize/organize a set of activities in a sequence, such as establishing a daily schedule.* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *develop an example of each type of sentence using pictures, objects, or illustrations with assistance;* • *recognize the difference between uppercase and lowercase letters and identify each; and* • *demonstrate requested punctuation mark when prompted by teacher.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *generate a list of questions about a new idea or concept;* • *identify/select the appropriate tone represented by two pictures; and* • *choose an item to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *generate, with assistance, two sentences on a specific topic within a specified time frame;* • *determine the correct answer from a group of two conflicting sentences; and* • *add details to a picture sentence in order to write a story.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *sequence a group of words provided by the teacher to form a sentence;* • *choose the correct punctuation mark for a specified sentence; and* • *identify the capitalized word or sentence, such as a common noun versus a proper noun.* *When demonstrating personal style and voice in writing, Supported Independence level students may be able to* • *identify tone based upon his/her personal mood;* • *gather data relating to observations made in everyday experiences; and* • *choose between two items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *generate, with assistance, an informal written note to a friend or family member within a specified time frame;* • *dictate sentences of various lengths and types;* • *construct a word/sentence from presented content information; and* • *develop an expository paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *dictate simple sentences for each type of sentence;* • *add the correct punctuation mark to prepared sentences; and* • *determine which sentence in a group of sentences demonstrates correct capitalization.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *determine mood based upon observations of peers;* • *archive reflections of ideas learned from reading content text using a reading log; and* • *choose among three items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *complete, with assistance, an application using personal information within a specified time frame;* • *develop declarative sentences of various lengths and types;* • *arrange information in a simple outline by main idea/topic and subtopic; and* • *develop a descriptive paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *construct simple sentences for each type of sentence using appropriate end punctuation; and* • *model correct use of capitalization by writing complete address.* *When demonstrating personal style and voice in writing, Independent level students may be able to* • *determine the mood of the main character in a story;* • *develop a list of questions to ask when conducting an interview of a peer or adult; and* • *write a persuasive paragraph on a selected topic.*

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *decode items on a daily schedule, such as "Point to when you go to lunch";* • *match pictures or objects to items in a recipe, such as "Match the egg to the word 'egg' in the recipe";* • *identify words associated with items in the classroom, such as "Match the word 'desk' to a desk";* • *identify the plot from a story or a book; and* • *identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and student will discuss this information with the teacher and relay this information to the class;* • *read daily using an assistive device such as a book on tape or CD-ROM;* • *skim a text for irregularities; and* • *read and respond to prompts regarding the daily schedule.* *When acquiring new vocabulary, Emergent Level students may be able to* • *decode items on a daily schedule, such as pointing to when you go to lunch, etc.;* • *recognize name in print; and* • *identify items needed for a specific class given a list of words or pictures.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;* • *identify a conflict from a story or book; and* • *identify two supporting details from the main idea of a selected paragraph.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *read a self-selected book or piece of text daily;* • *skim text to locate graphics; and* • *read and respond to prompts regarding the sequence of steps in a recipe.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;* • *recognize items needed for personal hygiene; and* • *identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.*

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;* • *identify the theme of a story or book; and* • *identify the main idea from a short passage of at least two paragraphs.* *When reading, examining, and responding to texts, Functional Independence Level students may be able to* • *read a piece of text or book daily with a peer;* • *skim pictures/objects to find a requested item; and* • *read and respond to prompts regarding items in a catalog, such as making a list, etc.* *When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to* • *match word to object in order to locate specific information;* • *match a variety of pictures to sight words in a word journal or word wall; and* • *answer questions relating to classroom environment.*

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;* • *identify the climax of a story or book; and* • *identify three details that support the main idea of at least a two-paragraph passage.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;* • *skim bookcases or shelves to find specific objects; and* • *read and respond to prompts regarding a menu (picture or printed).* *When acquiring new vocabulary, Independent Level students may be able to* • *read a passage and illustrate what was read;* • *recognize words/pictures needed for a schedule; and* • *develop a list of steps to be followed using relevant or useful words.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *demonstrate active listening by responding to teacher-generated questions by selecting or responding with the correct answer;* • *evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and* • *identify two or more details from a speaker's topic, oral reading, or video presentation.* *When sharing information with others, Emergent Level students may be able to* • *identify or choose from two dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;* • *choose a completed activity for a presentation with or without the use of appropriate visual aids, such as a picture book; and* • *develop vocabulary specific to content area by matching words to definition.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *listen to a specific speaker and generate questions of interest;* • *indicate two or more details about a speaker's topic; and* • *respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.* *When sharing information with others, Supported Independence Level students may be able to* • *identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;* • *express a request in complete sentences and thoughts either dictated or self-composed to communicate a desire, such as "I would like something to eat"; and* • *generate a list of favorite activities and present to class using appropriate visual aids.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by researching additional information relating to the speaker's topic, such as completing an Internet search;* • *sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;* • *respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and* • *prepare a chart related to a teacher-selected topic in order to convert information about that chart.* *When sharing information with others, Functional Independence Level students may be able to* • *initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show; and* • *identify and match written words to pictures, objects, and/or text.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *demonstrate attentive listening by using note-taking skills to collect ideas about the speaker's topic;* • *list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and* • *respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.* *When sharing information with others, Independent Level students may be able to* • *categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;* • *identify/match words associated with specific content and reading vocabulary; and* • *present an oral presentation to the class using some complete thoughts, such as an appropriate "Show and Tell" activity.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *generate, with assistance, a sentence from a choice of two objects on a specified topic within a specified time frame; and* • *categorize/organize a set of activities in a sequence, such as establishing a daily schedule.* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *develop an example of each type of sentence using pictures, objects, or illustrations with assistance;* • *recognize the difference between uppercase and lowercase letters and identify each; and* • *demonstrate requested punctuation mark when prompted by teacher.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *generate a list of questions about a new idea or concept;* • *identify/select the appropriate tone represented by two pictures; and* • *choose an item to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *generate, with assistance, two sentences on a specific topic within a specified time frame;* • *determine the correct answer from a group of two conflicting sentences; and* • *add details to a picture sentence in order to write a story.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *sequence a group of words provided by the teacher to form a sentence;* • *choose the correct punctuation mark for a specified sentence; and* • *identify the capitalized word or sentence, such as a common noun versus a proper noun.* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *identify tone based upon his or her personal mood;* • *gather data relating to observations made in everyday experiences; and* • *choose between two items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *generate, with assistance, an informal written note to a friend or family member within a specified time frame;* • *dictate sentences of various lengths and types;* • *construct a word/sentence from presented content information; and* • *develop an expository paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *dictate simple sentences for each type of sentence;* • *add the correct punctuation mark to prepared sentences; and* • *determine which sentence in a group of sentences demonstrates correct capitalization.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *determine mood based upon observations of peers;* • *archive reflections of ideas learned from reading content text using a reading log; and* • *choose among three items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *complete, with assistance, an application using personal information within a specified time frame;* • *develop declarative sentences of various lengths and types;* • *arrange information in a simple outline by main idea/topic and subtopic; and* • *develop a descriptive paragraph with a group after comparing and contrasting items according to texture, taste, odor and/or visual appearance.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *construct simple sentences for each type of sentence using appropriate end punctuation; and* • *model correct use of capitalization by writing complete address.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *determine the mood of the main character in a story;* • *develop a list of questions to ask when conducting an interview of a peer or adult; and* • *write a persuasive paragraph on a selected topic.*

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *decode items on a daily schedule, such as "Point to when you go to lunch";* • *match pictures or objects to items in a recipe, such as "Match the egg to the word 'egg' in the recipe";* • *identify words associated with items in the classroom, such as "Match the word 'desk' to a desk";* • *identify the plot from a story or a book; and* • *identify the main idea of a simple sentence, such as choosing a picture of a red apple from pictures that are red or black.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and discuss/relate this information to the teacher and/or class;* • *read daily using an assistive device such as a book on tape or CD-ROM;* • *skim a text for irregularities; and* • *read and respond to prompts regarding the daily schedule.* *When acquiring new vocabulary, Emergent Level students may be able to* • *decode items on a daily schedule, such as pointing to when you go to lunch, etc.;* • *recognize name in print; and* • *identify items needed for a specific class given a list of words or pictures.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about favorite flavor of ice cream;* • *identify a conflict from a story or book; and* • *identify two supporting details from the main idea of a selected paragraph.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *read a self-selected book or piece of text daily;* • *skim text to locate graphics; and* • *read and respond to prompts regarding the sequence of steps in a recipe.* *When acquiring new vocabulary, Supported Independence Level students may be able to* • *decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;* • *recognize items needed for personal hygiene; and* • *identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.*

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;* • *identify the theme of a story or book; and* • *identify the main idea from a short passage of at least two paragraphs.* *When reading, examining, and responding to texts, Functional Independence level students may be able to* • *read a piece of text or book daily with a peer; and* • *read and respond to prompts regarding items in a catalog, such as making a list, etc.* *When acquiring new vocabulary, such as sight words, Functional Independence Level students may be able to* • *match word to object in order to locate specific information;* • *match a variety of pictures to sight words in a word journal or word wall; and* • *answer questions relating to classroom environment.*

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;* • *identify the climax of a story or book; and* • *identify three details that support of the main idea of at least a two paragraph passage.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;* • *skim bookcases or shelves to find specific objects; and* • *read and respond to prompts regarding a menu (picture or printed).* *When acquiring new vocabulary, Independent Level students may be able to* • *read a passage and illustrate what was read;* • *recognize words/pictures needed for a schedule; and* • *develop a list of steps to be followed using relevant or useful words.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communication
Not Evident	In the area of Oral and Visual Communications, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Oral and Visual Communications, students with disabilities performing at the Emergent Level demonstrate effective oral communication skills to express ideas and to present information to others by retelling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Emergent Level students may be able to* • *demonstrate active listening by responding with the correct answer to questions asked;* • *evaluate oral and/or visual presentation by using a topical rubric developed by the teacher; and* • *identify two details from a speaker's topic, oral reading, or video presentation.* *When sharing information with others, Emergent Level students may be able to* • *identify or choose from two or more dissimilar visual aids to communicate a response or information, such as choosing pictures of junk food or healthy food when prompted;* • *respond appropriately through the use of gestures; and* • *participate actively in plays and other theatrical performances.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Supported Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Supported Independence Level demonstrate effective oral communication skills to express ideas and to present information by telling stories using pictures, symbols, or communication devices at appropriate times, with and without assistive technology. They demonstrate active listening behaviors, respond to directions in activities that are meaningful, and listen and respond to literature or print by making eye contact and maintaining attention. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Supported Independence Level students may be able to* • *listen to a specific speaker and generate questions of interest;* • *indicate two or more details about a speaker's topic; and* • *respond with the class to a student-focused presentation using a teacher-generated rubric for evaluation.* *When sharing information with others, Supported Independence Level students may be able to* • *identify or choose from two similar visual aids to communicate a response or information, such as choosing between a black car and a white car when prompted;* • *respond appropriately to questions when asked; and* • *read and/or recite a poem or a portion of a poem.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Functional Independence	In the area of Oral and Visual Communications, students with disabilities performing at the Functional Independence Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Functional Independence Level students may be able to* • *demonstrate active listening behaviors by researching additional information relating to the speaker's topic, such as completing an Internet search;* • *sequence a series of main ideas about a speaker's topic using a teacher-generated word bank or sentence bank;* • *respond appropriately and evaluate a presentation by a peer using a rubric developed by the teacher; and* • *prepare a chart related to a teacher-selected topic in order to convert information about that chart.* *When sharing information with others, Functional Independence Level students may be able to* • *initiate and participate in an informal conversation with peers and adults, such as telling a classmate about a favorite television show;* • *participate actively in group discussion; and* • *read a character's role from a play.*

PERFORMANCE LEVEL	DEFINITION Oral and Visual Communications
Independent	In the area of Oral and Visual Communications, students with disabilities performing at the Independent Level demonstrate effective oral communication skills to express ideas and to present information in informal and formal settings to facilitate communication by showing appropriate gestures and listening behaviors in a variety of speaking activities. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating active listening behaviors and participating in a variety of speaking activities, Independent Level students may be able to* • *demonstrate attentive listening by using note-taking skills to collect ideas about the speaker's topic;* • *list/identify the specific details associated with a main idea (topic), such as details of a daily schedule; and* • *respond appropriately and independently to a teacher-generated topical rubric and generate a list of essential criteria to be used to evaluate a speaker's presentation.* *When sharing information with others, Independent Level students may be able to* • *categorize a variety of pictures, objects, and illustrations in order to present information or a story about a self-selected topic;* • *carry on appropriate conversation with others; and* • *present an oral presentation to the class.*

PERFORMANCE LEVEL	DEFINITION Writing
Not Evident	In the area of Writing, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Writing, students with disabilities performing at the Emergent Level demonstrate a limited control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for different purposes. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Emergent Level students may be able to* • *classify pictures based on physical characteristics* • *identify pairs of rhyming words;* • *identify words that are similar in meaning;* • *identify pictures relating to core subjects; and* • *categorize/organize a set of activities in a sequence, such as establishing a daily schedule.* *When demonstrating knowledge of Standard English conventions in written work, Emergent Level students may be able to* • *identify a picture related to simple sentence;* • *identify words that require capital letters; and* • *identify periods and commas correctly.* *When demonstrating personal style and voice in writing, Emergent Level students may be able to* • *select pictures related to simple sentences with emphasis on adjectives;* • *identify/select the appropriate tone represented by two pictures; and* • *choose an item to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Supported Independence	In the area of Writing, students with disabilities performing at the Supported Independence Level demonstrate an increasing control over the features in the five writing domains. They use pictures, symbols, manipulatives, and/or assistive devices to focus on a topic for writing, to collect information for writing, and to write for a variety of purposes and from content specific text. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Supported Independence Level students may be able to* • *compare and contrast pictures based on physical characteristics;* • *match words that rhyme;* • *select words from a list that are related to a prompt for writing a paragraph;* • *circle vocabulary in a word pool that pertains to a topic; and* • *add details to a picture sentence in order to write a story.* *When demonstrating knowledge of Standard English conventions in written work, Supported Independence Level students may be able to* • *sequence a group of words provided by the teacher to form a sentence;* • *identify periods and commas correctly when used in a sentence; and* • *identify the capitalized word or sentence, such as a common noun versus a proper noun.* *When demonstrating personal style and voice in writing, Supported Independence Level students may be able to* • *arrange words into sentences using adjectives;* • *gather data relating to observations made in everyday experiences; and* • *choose between two items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Functional Independence	In the area of Writing, students with disabilities performing at the Functional Independence Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes and from content specific text. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Functional Independence Level students may be able to* • *generate, with assistance, an informal written note to a friend or family member within a specified time frame;* • *dictate sentences of various lengths and types;* • *write a paragraph with teacher assistance; and* • *fill in blanks with topic vocabulary selected from word pool.* *When demonstrating knowledge of Standard English conventions in written work, Functional Independence Level students may be able to* • *dictate simple sentences for each type of sentence;* • *identify periods, commas, and question marks used correctly in sentences; and* • *write sentences using correct capitalization with teacher assistance.* *When demonstrating personal style and voice in writing, Functional Independence Level students may be able to* • *replace highlighted words in sample text with appropriate adjectives;* • *archive reflections of ideas learned from reading content text using a reading log; and* • *choose among three items to begin forming a persuasive paragraph.*

PERFORMANCE LEVEL	DEFINITION Writing
Independent	In the area of Writing, students with disabilities performing at the Independent Level demonstrate a reasonable control over the features in the five writing domains. They use written words, pictures, symbols, manipulatives, technology, and/or assistive devices to write for a variety of purposes from content specific text. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when demonstrating competency in writing for a variety of purposes, topics, and audiences, Independent Level students may be able to* • *construct a short poem;* • *develop declarative sentences of various lengths and types;* • *arrange information in a simple outline by the main idea/topic and subtopic; and* • *write a paragraph in response to a teacher-provided prompt using vocabulary from a word pool.* *When demonstrating knowledge of Standard English conventions in written work, Independent Level students may be able to* • *construct simple sentences for each type of sentence using appropriate punctuation; and* • *model correct use of capitalization by constructing a paragraph on a selected topic.* *When demonstrating personal style and voice in writing, Independent Level students may be able to* • *edit sentences by replacing overused words with distinct vocabulary;* • *develop a list of questions to ask when conducting an interview of a peer or adult; and* • *write a persuasive paragraph on a selected topic.*

PERFORMANCE LEVEL	DEFINITION Reading
Not Evident	In the area of Reading, students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the literacy skills being assessed.
Emergent	In the area of Reading, students with disabilities performing at the Emergent Level are beginning to demonstrate understanding of the use of strategies to read, comprehend, and respond to a limited range of texts for specific purposes. They organize information using pictures, shapes, letters, or objects to relate personal experiences and background information to text, identify details of a story, and collect information about a specific topic. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Emergent Level students may be able to* • *decode items on a daily schedule, such as "Point to when you go to lunch";* • *match pictures or objects to a related word;* • *identify words associated with items in the classroom, such as "Match the word 'desk' to a desk";* • *identify the plot from a story or a book; and* • *respond to a story read by a teacher.* *When reading, examining, and responding to texts, Emergent Level students may be able to* • *respond to a dictated home-to-school journal that relates daily activities, family events, etc., such as parents will write sentences dictated by the student about a trip to the zoo and discuss this information with the teacher and relay to the class;* • *read daily using an assistive device such as a book on tape or CD-ROM;* • *skim a text for irregularities; and* • *read and respond to prompts regarding the daily schedule.* *When acquiring new vocabulary, Emergent Level students may be able to* • *decode items on a daily schedule, such as pointing to when you go to lunch, etc.;* • *recognize name in print; and* • *identify items needed for a specific class given a list of words or pictures.*

PERFORMANCE LEVEL	DEFINITION Reading
Supported Independence	In the area of Reading, students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but demonstrate partial or minimal ability to apply strategies to read and comprehend printed material. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Supported Independence Level students may be able to* • *respond to pictures in print (e.g., advertisements, catalogs, etc.) by discussing and/or writing personal connections related to those, such as upon seeing a picture of a container of ice cream, identify and/or write about a favorite flavor of ice cream;* • *identify a conflict from a story or book;* • *mark words of personal interest in a selected text; and* • *give appropriate responses to teacher-generated questions relating to a story read or heard.* *When reading, examining, and responding to texts, Supported Independence Level students may be able to* • *read a self-selected book or piece of text daily;* • *skim text to locate graphics; and* • *read and respond to prompts regarding the sequence of steps in a recipe.* *When acquiring new vocabulary, Supported Level students may be able to* • *decode pictures of familiar people and respond appropriately, such as pointing to the picture of your brother;* • *recognize items needed for personal hygiene; and* • *identify words needed to complete a form such as a calendar of events, schedule, identification sheet, and application.*

PERFORMANCE LEVEL	DEFINITION Reading
Functional Independence	In the area of Reading, students with disabilities performing at the Functional Independence Level demonstrate reasonable performance in multiple settings and can apply reading strategies to real-world situations with minimal prompting or support. They organize information and events logically, summarize information, and follow directions in functional texts using a computer, word stamps, writing tools, or communication devices. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Functional Independence Level students may be able to* • *respond to a book about a topic (e.g., jobs, pets, etc.) with personal connections, such as after reading a story about farm animals, students identify and/or write about those farm animals seen in person;* • *identify the theme of a story or book;* • *create a chart or other graphic organizer with teacher assistance related to a story or book; and* • *predict the end result of a story and give reasons to support the prediction.* *When reading, examining, and responding to texts, Functional Independence Level students may be able to* • *read a piece of text or book daily with a peer;* • *skim pictures/objects to find a requested item; and* • *read and respond to prompts regarding items in a catalog, such as making a list, etc.* *When acquiring new vocabulary, such as sight words, Functional Independence level students may be able to* • *match word to object in order to locate specific information;* • *match a variety of pictures to sight words in a word journal or word wall; and* • *answer questions relating to classroom environment.*

PERFORMANCE LEVEL	DEFINITION Reading
Independent	In the area of Reading, students with disabilities performing at the Independent Level demonstrate mastery of authentic, age-appropriate tasks in a variety of settings. They can apply reading skills and comprehension strategies to real-world situations on their own. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *For example, when applying strategies for reading and understanding printed material, Independent Level students may be able to* • *dictate sentences in response to a photo or photos in a journal of school, home, church, etc., such as upon seeing a picture of the school, students compose three to four sentences that relate information about the school;* • *identify the climax of a story or book;* • *relate a character or event in a story to a personal experience; and* • *create an appropriate ending to complete a story.* *When reading, examining, and responding to texts, Independent Level students may be able to* • *read daily a piece of text on an appropriate level and include self-selected text as well as content area text selected by the teacher;* • *skim bookcases or shelves to find specific objects; and* • *read and respond to prompts regarding a menu (picture or printed).* *When acquiring new vocabulary, Independent Level students may be able to* • *read a passage and illustrate what was read;* • *recognize words/pictures needed for a schedule; and* • *develop a list of steps to be followed using relevant or useful words.*

Mathematics Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Third-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematics skills being assessed.
Emergent	Third-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematics skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Third-grade students with disabilities performing at this level may be able to* • *combine objects to represent a whole number of 10 or less;* • *demonstrate the ability to add or subtract values with or without technology;* • *fold objects to represent a part of a whole or part of a set;* • *recognize that processes can have different orders and the outcomes are not changed;* • *recognize a repeated pattern;* • *recognize a 3-D figure; and* • *recognize that a calendar is used to measure daily events.*
Supported Independence	Third-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Third-grade students with disabilities performing at this level may be able to* • *separate objects to represent a whole number of 10 or less;* • *compare quantities of more than or less than;* • *identify a part of a set as a fractional part;* • *recognize that processes can have different orders of combining the same number of objects and the total is unchanged;* • *demonstrate the ability to repeat a pattern;* • *arrange physical materials to form a 3-D figure; and* • *demonstrate an understanding of the number of days in a week.*

Mathematics Performance Level Descriptors
ACTAAP Grade 3 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Third-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Third-grade students with disabilities performing at this level may be able to* • *combine and separate objects to represent a whole number of 20 or less;* • *recognize halves and fourths using concrete models;* • *show that processes can have different orders for combining the same number of objects and the total is unchanged;* • *identify a change over time;* • *identify regular polygons and their characteristics; and* • *apply given data to a graph template.*
Independent	Third-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Third-grade students with disabilities performing at this level may be able to* • *compare quantities or numerical values of more than, less than, or equal to;* • *perform simple computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;* • *represent simple fractions using words, numerals, and physical models;* • *display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);* • *replicate a 3-D model;* • *determine change with the least amount of currency; and* • *design a graph and summarize the results.*

Mathematics Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Fourth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Fourth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Fourth-grade students with disabilities performing at this level may be able to* • *compare quantities that are equal to each other;* • *demonstrate the ability to add or subtract values with or without technology;* • *represent a part of a whole or part of a set, using grouping;* • *recognize a one-to-one correspondence;* • *recognize a change;* • *match like 3-D figures; and* • *recognize that a number on a temperature scale can represent hot or cold.*
Supported Independence	Fourth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fourth-grade students with disabilities performing at this level may be able to* • *separate objects to represent a whole number of 10 or less;* • *distinguish between a correspondence that is one-to-one and a correspondence that is not one-to-one;* • *identify a part of a set as a fractional part;* • *group data for a table or chart;* • *sort regular polygons;* • *arrange physical materials to form a 3-D figure; and* • *determine values of groups of like coins.*

Mathematics Performance Level Descriptors
ACTAAP Grade 4 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Fourth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fourth-grade students with disabilities performing at this level may be able to* • *compare quantities of more than or less than;* • *recognize halves and fourths using concrete models;* • *demonstrate whether a single digit number is odd or even;* • *demonstrate the ability to add or subtract values with or without technology;* • *identify a change over time;* • *identify 3-D solids and their characteristics; and* • *convert groups of data into a graph.*
Independent	Fourth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fourth-grade students with disabilities performing at this level may be able to* • *compare quantities or numerical values of more than, less than, or equal to;* • *perform simple computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;* • *represent simple fractions using words, numerals, and physical models;* • *display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);* • *construct models of 3-D solids and identify their characteristics;* • *read a Fahrenheit scale to the nearest 10 degrees; and* • *design a pictograph and/or a bar graph.*

Mathematics Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Fifth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Fifth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disability. *Fifth-grade students with disabilities performing at this level may be able to* • *recognize that numbers are made up of combinations of other numbers;* • *demonstrate the ability to add or subtract values with or without technology;* • *recognize that 100% represents one whole;* • *recognize that some situations take more than one step to accomplish;* • *recognize that one item can take the place of another;* • *select congruent figures; and* • *identify appropriate measurement tools for different tasks given objects or pictures.*
Supported Independence	Fifth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *recognize combinations of numbers;* • *differentiate between operations of addition and subtraction;* • *identify combinations of equal parts that make a whole;* • *identify constant patterns of change;* • *sort congruent figures;* • *select appropriate tools for measurement; and* • *answer questions about data on bar graphs.*

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Fifth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *find a specific percent of a number;* • *model order of operations using concrete objects;* • *interpret a rule for a one-operation function table;* • *demonstrate the ability to add or subtract values with or without technology;* • *model quantities that change;* • *match congruent shapes; and* • *create and interpret tables and graphs.*
Independent	Fifth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *convert fractions to a percent using models;* • *perform computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;* • *write simple expressions with an unknown;* • *display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);* • *recognize the parts of a circle;* • *use the correct measurement tool for real world situations; and* • *match results with a graphic representation.*

Mathematics Performance Level Descriptors
ACTAAP Grade 6 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Sixth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Sixth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Sixth-grade students with disabilities performing at this level may be able to* • *recognize the mathematical symbols for the order of operations;* • *demonstrate the ability to add or subtract values with or without technology;* • *recognize that 100% represents one whole;* • *recognize that some situations take more than one step to accomplish;* • *recognize real-world examples of change;* • *collect student data using an appropriate communication device; and* • *identify appropriate measurement tools for different tasks given objects or pictures.*
Supported Independence	Sixth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Sixth-grade students with disabilities performing at this level may be able to* • *differentiate between the operations;* • *find combinations of equal parts that make a whole;* • *identify algebraic expressions with one variable;* • *determine quantities that change;* • *identify 3-D figures;* • *select appropriate tools for measurement; and* • *answer questions about data on bar graphs.*

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Sixth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Sixth-grade students with disabilities performing at this level may be able to* • *find the factors of a one-digit number;* • *model order of operations using concrete objects;* • *interpret a rule for a one-operation function table;* • *demonstrate the ability to add or subtract values with or without technology;* • *model quantities that change;* • *identify triangles in the environment; and* • *create and interpret tables and graphs.*
Independent	Sixth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Sixth-grade students with disabilities performing at this level may be able to* • *convert fractions to a percent using models;* • *perform computations using concrete objects, picture symbols, mental math, or written problems with symbols to find values;* • *demonstrate the relationship of subtracting equal parts from a whole;* • *display independence in the use of technology and tools (calculators, rulers, and geometric shapes);* • *match 2-D patterns to 3-D objects;* • *use the correct measurement tool for real-world situations; and* • *collect information from their environment and create graphs.*

Mathematics Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Seventh-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Seventh-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *recognize a number line and a coordinate plane;* • *demonstrate the ability to add positive integers with or without technology;* • *identify monetary values;* • *recognize the need for more of something to complete a task;* • *match like figures;* • *locate a line of symmetry for a square item; and* • *display pictorial data.*
Supported Independence	Seventh-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately in most instances. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *move from one number to another on a simple number line;* • *evaluate simple algebraic expressions using one type of operation;* • *read a simple function table;* • *match a point to a coordinate position;* • *sort similar figures;* • *demonstrate techniques used for measurement; and* • *predict if a simple event is likely or unlikely.*

Mathematics Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Seventh-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *represent a position on a number line;* • *multiply positive integers to obtain a product less than or equal to 10;* • *identify the change in a given pattern;* • *solve simple equations by adding/subtracting the same number with or without manipulatives and technology;* • *classify objects by their attributes;* • *determine appropriate measurement tool; and* • *create and interpret tables and graphs.*
Independent	Seventh-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *complete a function table;* • *find products using a constant factor;* • *write expressions with an unknown;* • *display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);* • *construct 3-D shapes from 2-D drawings;* • *measure, weigh, or determine measurements of real-world objects; and* • *compare student predictions to experimental data.*

Mathematics Performance Level Descriptors
ACTAAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Eighth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Eighth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Eighth-grade students with disabilities performing at this level may be able to* • *recognize a number line;* • *follow a sequence of tasks or directions to get a desired result;* • *add positive integers;* • *recognize a function table;* • *recognize a coordinate plane;* • *match similar figures; and* • *match appropriate measurement tools to different tasks given objects or pictures.*
Supported Independence	Eighth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Eighth-grade students with disabilities performing at this level may be able to* • *move designated spaces on a number line;* • *evaluate simple algebraic expressions using one type of operation (e.g., add, subtract, multiply, divide);* • *read a function table;* • *solve equations using manipulative and guess and check;* • *locate and connect points on a coordinate grid;* • *find measurements for real-world objects; and* • *make decisions using pictorial data.*

Mathematics Performance Level Descriptors
ACTAAP Grade 8 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Eighth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Eighth-grade students with disabilities performing at this level may be able to* • *classify student activities into groups with overlap using diagrams;* • *evaluate simple algebraic expressions using one type of operation;* • *identify the change in a simple pattern using a function table;* • *graph points on quadrant I of a coordinate grid;* • *classify objects by their attributes;* • *select the proper tool of measurement given real-world objects; and* • *predict if an event is more likely or less likely to occur for simple events.*
Independent	Eighth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Eighth-grade students with disabilities performing at this level may be able to* • *sort items into groups using Venn diagrams;* • *perform simple one-operation computations using a number line;* • *evaluate simple expressions involving two or more operations;* • *display independence in the use of technology and tools (e.g., calculators, rulers, and geometric shapes);* • *use a function table to record data;* • *identify and/or draw conclusions using geometric figures from real-world situations; and* • *compare student predictions to experimental data.*

Mathematics Performance Level Descriptors
ACTAAP Grade 9 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Ninth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the mathematical skills being assessed.
Emergent	Ninth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the mathematical skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills. In addition, they may be unable to perform these skills accurately without extensive support and assistance due to physical or sensory disability. *Ninth-grade students with disabilities performing at this level may be able to* • *follow a sequence of tasks or directions;* • *demonstrate an understanding of powers of 10 using manipulatives;* • *recognize an input and an output;* • *recognize concepts of more and less, increasing, decreasing, and constant;* • *recreate a triangle by following a model;* • *identify polygons by definition; and* • *recognize endpoints of line segments on a coordinate grid.*
Supported Independence	Ninth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply mathematical skills and require considerable prompting. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Ninth-grade students with disabilities performing at this level may be able to* • *write or show a ratio or percent using a manipulative;* • *represent a simple problem in various forms;* • *find the rate of change;* • *calculate one measure of central tendency, mean, median, or mode;* • *identify quadrilaterals from assorted shapes;* • *recognize patterns repeating as tessellations; and* • *indicate the distance between the given endpoints on a coordinate grid.*

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Ninth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established mathematical skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Ninth-grade students with disabilities performing at this level may be able to* • *evaluate simple algebraic expressions using one type of operation;* • *identify steps needed to solve a simple equation;* • *construct a table or chart from a problem-solving situation;* • *express the meaning of the rate of change;* • *determine if a triangle exists when given three segment measures;* • *write ratios comparing items of different sizes; and* • *recognize different types of transformations.*
Independent	Ninth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established mathematical skills to real-world problems. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Ninth-grade students with disabilities performing at this level may be able to* • *solve simple problems using rates, proportions, and percentages;* • *recognize the dependent and independent variables from a variety of activities;* • *create a line graph from a table of data and recognize the vertical change;* • *construct an input/output table and explain the pattern of a given equation;* • *apply given measurements to formulas and simplify formulas with or without technology;* • *create a tessellation; and* • *apply the distance and midpoint formula to find the distance between two points and to find the midpoint.*

Science Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Fifth-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	Fifth-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *identify various animal or plant structures;* • *list examples of plants and animals found in a particular ecosystem;* • *examine physical characteristics using everyday objects;* • *examine various simple machines; and* • *distinguish between various earth materials (e.g., rocks, minerals, soil) and organic matter.*
Supported Independence	Fifth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *create models of various animal and plant structures;* • *make generalizations about the types of organisms in a particular ecosystem;* • *list physical characteristics of various substances;* • *list examples of simple machines; and* • *make simple observations about various samples of rocks, minerals and soil.*

Science Performance Level Descriptors
ACTAAP Grade 5 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Fifth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *compare various animal and plant structures;* • *categorize organisms found in a particular ecosystem;* • *compare the physical characteristics of various substances;* • *classify simple machines; and* • *compare the characteristics of various rocks, minerals, and soil types.*
Independent	Fifth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Fifth-grade students with disabilities performing at this level may be able to* • *compare and contrast various animal and plant structures and their functions;* • *compare the roles of various organisms within a particular ecosystem;* • *categorize substances according to their physical properties;* • *demonstrate the use of various types of simple machines; and* • *conduct investigations of various rocks, minerals, and soil types.*

Science Performance Level Descriptors
ACTAAP Grade 7 Alternate Portfolio Assessment for Students with Disabilities

PERFORMANCE LEVEL	DEFINITION
Not Evident	Seventh-grade students with disabilities performing at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	Seventh-grade students with disabilities performing at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the supported independence level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *identify one or more systems in the human body;* • *examine the life cycles of various organisms;* • *explore a variety of commonly-occurring compounds;* • *identify objects and/or picture symbols as having potential or kinetic energy;* • *examine various factors that affect climate and weather; and* • *identify, using a model, the rotation and tilt of the Earth.*
Supported Independence	Seventh-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *identify some of the organs belonging to a particular human body system;* • *identify examples of sexual and asexual reproduction in plants and animals;* • *identify a variety of commonly-occurring compounds;* • *demonstrate potential or kinetic energy using common objects;* • *list various factors that affect climate and weather; and* • *examine the causes of the day/night cycle and seasonal change.*

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Seventh-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *identify specific organs within two or more human body systems;* • *compare life cycles and methods of reproduction in plants and animals;* • *list the elements that form simple commonly-occurring compounds;* • *model activities that demonstrate the use of potential and kinetic energy;* • *compare various factors that affect climate and weather; and* • *model the effects of the Earth's rotation and tilt.*
Independent	Seventh-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Seventh-grade students with disabilities performing at this level may be able to* • *organize various organs according to the appropriate human body system;* • *label the life cycles and reproductive systems of plants and animals;* • *compare the properties of compounds with the properties of the elements of which they are composed;* • *conduct investigations to identify various types of potential and kinetic energy;* • *chart and compare climate and weather conditions in various regions of the country;* • *describe the relationship between the Earth's rotation and the day/night cycle; and* • *describe the relationship between the Earth's tilt and the seasons.*

PERFORMANCE LEVEL	DEFINITION
Not Evident	Tenth-grade students with disabilities at the Not Evident Level demonstrate no evidence of performance toward the science skills being assessed.
Emergent	Tenth-grade students with disabilities at the Emergent Level do not sufficiently demonstrate the science skills needed to attain the Supported Independence Level. They are just beginning to show understanding or use of these skills; however, they are unable to perform these skills accurately without extensive support and assistance due to physical or sensory disabilities. *Tenth-grade students with disabilities performing at this level may be able to* • *list differences between animal and plant cells;* • *identify inherited traits found in various organisms;* • *describe variations within populations of organisms;* • *identify various common organisms by their kingdom;* • *match organisms with examples of their reproductive cycles (e.g., insect: metamorphosis, bacteria: binary fission); and* • *list examples of producers and consumers in an ecosystem.*
Supported Independence	Tenth-grade students with disabilities performing at the Supported Independence Level are attempting to meet authentic, age-appropriate challenges but have limited success. They demonstrate a partial or minimal ability to apply science skills and require considerable prompting or support. They make errors but occasionally perform these skills accurately. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Tenth-grade students with disabilities performing at this level may be able to* • *identify cell structures specific to plant cells or animal cells;* • *recognize the difference in dominant and recessive traits;* • *identify changes that occur in organisms to enable survival;* • *identify organisms belonging to each of the six kingdoms;* • *describe the reproductive cycle of a variety of common organisms; and* • *examine the interactions among organisms in an ecosystem.*

PERFORMANCE LEVEL	DEFINITION
Functional Independence	Tenth-grade students with disabilities performing at the Functional Independence Level frequently meet authentic, age-appropriate challenges. They demonstrate reasonable performance in multiple settings and are prepared for more challenging tasks. They can apply established science skills to real-world situations but may require minimal prompting or support. They perform these skills accurately in most instances but make occasional errors. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Tenth-grade students with disabilities performing at this level may be able to* • *compare and contrast plant and animal cells;* • *predict the appearance of offspring based on observation of the parents;* • *describe changes in populations due to natural selection;* • *classify organisms into the appropriate kingdom;* • *compare the reproductive cycles of organisms (e.g., asexual and sexual reproduction); and* • *describe how energy flows through an ecosystem.*
Independent	Tenth-grade students with disabilities performing at the Independent Level demonstrate performance well beyond the Functional Independence Level. They demonstrate mastery of authentic, age-appropriate, and challenging tasks in multiple settings. They can apply established science skills to real-world problems on their own. They can generalize learned skills to solve new challenges. Students may be unable to perform these skills without extensive support and assistance due to physical or sensory disabilities. *Tenth-grade students with disabilities performing at this level may be able to* • *conduct investigations to identify various plant and animal cell structures;* • *complete a Punnett square to predict the appearance of offspring;* • *describe the relationship between natural selection and evolution;* • *classify organisms based on multiple taxonomic levels (e.g., phylum, class);* • *sequence stages of reproductive cycles (e.g., metamorphosis, development of an embryo); and* • *compare and contrast the role of various organisms in the flow of energy through an ecosystem.*

ARKANSAS DEPARTMENT OF EDUCATION
PROPOSED RULES GOVERNING THE USE OF NET ATHLETIC GATE RECEIPTS BY PUBLIC SCHOOL DISTRICTS

1.00 **Regulatory Authority**

1.01 These rules are enacted pursuant to the Arkansas State Board of Education authority under A.C.A. 6-11-105, 6-20-415, and Act 1043 of the 2007 regular session.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing the Use of Net Athletic Gate Receipts by Public School Districts.

2.00 **Purpose**

2.01 The purpose of these rules is to establish the procedures for public school districts to follow in coding and reporting athletic expenditures that are paid from net athletic gate receipts.

3.00 **Definitions**

For the purposes of this rule, the following terms shall mean

3.01 Net athletic event gate receipts means the amount remaining from fees collected for admission to a school district athletic event less any expenses paid by the school district from those gate receipts.

4.00 **Procedures**

4.01 Beginning in July 2007, school districts shall establish a separate fund for athletic gate receipts.

4.02 Revenues and expenditures from the athletic gate receipt funds shall be tracked and reported.

4.03 The local school board may approve the use of net athletic event gate receipts to purchase athletic awards for students participating in school-sponsored activities.

4.04 The school district shall not expend from net athletic gate receipts more than an average of $100 per student participating per activity.

4.05 School districts may access private funds to purchase athletic awards.

State of Arkansas *As Engrossed: H3/30/07*

86th General Assembly

A Bill

Regular Session, 2007 SENATE BILL 808

By: Senator Broadway

By: Representative Reep

For An Act To Be Entitled

AN ACT TO ALLOW A SCHOOL DISTRICT TO USE NET ATHLETIC EVENT GATE RECEIPTS TO PURCHASE AWARDS FOR STUDENT PARTICIPATION IN SCHOOL EVENTS; AND FOR OTHER PURPOSES.

Subtitle

TO ALLOW A SCHOOL DISTRICT TO USE NET ATHLETIC EVENT GATE RECEIPTS TO PURCHASE AWARDS FOR STUDENT PARTICIPATION IN SCHOOL EVENTS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 20, Subchapter 4 is amended to add an additional section to read as follows:

6-20-415. Student awards.

(a) As used in this section:

(1) "Net athletic event gate receipts" means the amount remaining from fees, including charges for reserved seating, collected for admission to a school district athletic event less any expenses, including any rental fee or leasing cost for a facility used for the athletic event, paid by the school district from those gate receipts.

(2) "Net athletic event gate receipts" does not mean any portion of admission fees charged by a school district for an athletic event held at the school district or at a facility leased or rented by the school district

that is remitted or passed through to another entity outside the school district.

(b)(1) If approved by the board of directors of a school district, a school district may use net athletic event gate receipts *to purchase* letter jackets, sweaters, blankets, plaques, or similar items as awards for student participation in school-sponsored activities.

(2) The school district shall not expend more than an average of one hundred dollars ($100) *per student per activity* under subdivision (b)(1) of this section unless the school district has private funds that may be used for that purpose.

(c) Beginning July 1, 2007, a school district shall account for athletic gate receipts in a separate fund.

/s/ Broadway

APPROVED: 4/4/2007

Arkansas Department of Education
Proposed Rules Governing Athletic Expenditures
For Public School Districts

1:00 Regulatory Authority

1.01 These rules are enacted pursuant to the Arkansas State Board of Education authority under A.C. A. 6-11-105, and 6-20-2000 et seq., 6-16-137, and Act 255 of 2007 Regular Session.

1.02 These rules shall be known as the Arkansas Department of Education Rules Governing Athletic Expenditures for Public School Districts.

2:00 Purpose

2.01 The purpose of these rules is to establish the procedures to be followed by public school districts in coding and implementing financial reporting of athletic expenditures.

3:00 Definitions

For the purposes of this rule, the following terms shall mean:

3.01 "Arkansas Activities Association" means the organization which serves as the centralized governing agency for all interschool athletic competitions.

3.02 "Athletic Coach" An employee of a district who is assigned direct responsibility for guiding a team engaged in an athletic program and competing with other schools subject to the regulations of the AR Activities Association.

~~3.02~~
3.03 "Athletic Expenditures" means all direct and indirect expenses related to interschool athletic programs, prorated if necessary.

~~3.03~~
3.04 "Classroom Teacher" means an individual who is required to hold a teaching license from the Department of Education and who is engaged directly in instruction of students in a classroom setting for more than seventy percent (70%) of the individual's contracted time.

~~3.04~~
3.05 "Interschool Athletic Program" means any athletic program which is

organized primarily for the purpose of competing with other schools, public and/or private or any athletic program subject to regulation by the Arkansas Activities Association.

~~3.05~~

3.06 "State Funds" means all money derived from state revenues, specially including but not limited to, distributions from the Department of Education and ad valorem property taxes distributed to a public School district.

4:00 Financial Coding Requirements

4.01 These financial coding requirements are in effect for the 2006-2007 school year.

4.02 All athletic expenditures must be charged to a budget unit containing the appropriate fund, source of fund, function, and location codes.

4.03 The program code 115 must be used for all athletic expenditures.

4.04 Salaries and benefits of a classroom teacher assigned to a class of students participating in an interschool athletic program must be coded as an athletic expenditure even if the course is offered for physical education credit.

4.05 Expenditures for property insurance, utilities, and all other maintenance expenditures must be charged to athletics based upon the portion of the expenditures used to support athletic activities.

4.06 Districts may use an allocation method to identify the portions of district expenditures used to support athletic activities. One allocation method approved by ADE is to allocate these costs based on the percentage of athletic salaries ~~and benefits~~ paid from the teacher salary fund compared to total salaries ~~and benefits~~ paid from the teacher salary fund ~~and related benefits~~. Districts may allocate utility bills based on square footage. Maintenance may be based on actual documented expenditures and square footage.

4.07 All allocation methods are subject to Legislative Audit review and must be well documented.

4.08 All travel, including bus-related operation and maintenance, to and from any interschool athletic program event for students, faculty, spirit groups, band, or patrons of the district must be coded as athletic expenditures.

4.09 If a district does not adopt its own allocation method for transportation costs, the district must use the state-wide average student transportation cost per mile as determined by ADE. Districts must maintain all documentation supporting any alternative allocation methods.

5.00 Salaries and Benefits for Coaches

5.01 Coaching stipends and related benefits must be charged to athletics.

5.02 All pay for extended contract days pertaining to athletics and the related benefits to those days of pay must be charged to athletics.

5.03 The base salary contract for athletic coaches as indicated by the district's base teacher's salary schedule must be allocated between athletics and nonathletics if during the school day the athletic coach is assigned to classes for students participating in an interschool athletic program.

5.04 For purposes of allocating salaries and benefits of athletic coaches, preparation periods in excess of one period must be allocated to athletics.

5.05 Current year salaries and benefits should be used by districts for allocation calculations. The allocation percentage can be determined immediately following the last payroll for the current school year.

5.06 Salaries paid to interschool athletic program personnel in positions requiring a teaching license must be paid from the teacher salary fund and will, therefore, always be considered paid from state funds.

6.00 Required Reporting

6.01 Local school boards of each school district must provide to the Department of Education an annual report of prior year athletic expenditures and current year budgets by September 15 of each year.

6.02 The content for the required athletic expenditure report is obtained from information districts submit in cycle 1.

6.03 ADE shall produce the required report and budget required in Section 6.01 from information submitted by the districts regarding athletics expenditures and district budgets.

6.04 The report shall include athletic expenditures from state funds only and budgets from state funds only.

7.0 Revenues

7.01 Gate receipts, private donations, revenues from fund raisers, and any other non-state revenue pertaining to the athletic programs shall ~~not~~ be deposited in the ~~teacher salary fund (Fund 1) or the operating fund (Fund 2).~~ activity fund (Fund 7). Funds raised for shared building projects or shared equipment purchases may be transferred to the appropriate fund.

~~7.02 Gate receipts and other non-state revenues shall be deposited in the activity fund (Fund 7).~~

8.00 Required Reviews

8.01 The Division of Legislative Audit shall conduct a review of athletic expenditure reports and Department of Education rules.

8.02 Legislative Audit shall annually review twenty percent (20%) of the districts to evaluate the district's implementation of current laws and rules.

8.03 If Legislative Audit determines that for any given year the Division has insufficient staff to conduct the reviews as required by Act 255 of the regular 2007 session, then the Division may establish the number of districts that will be reviewed for that year.

9.0 Sanctions

9.01 ~~Failure to comply with current financial coding requirements regarding athletic expenditures and budgets may result in audit exceptions or the district's being placed in fiscal distress~~. Any school district failing to comply with the provisions of A.C.A. 6-20-2003(b) and the rules adopted by the state board for the implementation of required reporting of athletic expenditures shall be identified by the Department of Education to be in fiscal distress in accordance with A.C.A. 6-20-1901 et seq.

COMMENTS ON RULES FOR ACT 255

Received from: Arkansas School Boards Association, Dr. Benny Gooden, and Representative Betty Pickett

4.01 Codes were in effect prior to rule so date was confusing

4.08 Words omitted

6.01 State to whom report goes

6.03 Clarify what report

3.03 Define athletic coach

4.06 Allocation methods expanded

4.09 Transportation calculation

5.03 FTE's of coaches should be required

5.06 All compensation be put in salary fund

7.02 Donations put in activity fund are tracked. Total proportion of state funds to non-state funds should be calculated and reported.

9.01 Sanctions need to be stronger.

Arkansas Department of Education
Proposed Rules Governing the Funding
of Public School Districts

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105 and 6-20-2305, and Acts 272 and 461 of the 2007 regular session.

1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Funding of Public School Districts.

2.00 Purpose

2.01 The purpose of these Rules is to outline the various major components of state funding for public school districts.

3.00 Definitions

3.01 Alternative Learning Environment (ALE) funding shall be the amount required by law times the district's verified eligible ALE student's full time equivalents (FTE) in the previous school year.

3.02 Declining enrollment funding is provided to a school district that has experienced a decline in ADM over the two (2) immediately preceding school years.

3.03 English Language Learners funding is provided for students not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year.

3.04 Miscellaneous Funds means the average of those funds collected in the previous five (5) school years from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes and funds received by a school district in lieu of taxes.

3.05 National School Lunch Student funding shall be determined by the district's total students identified as eligible to participate in the NSLA Program in the previous school year divided by the district's total enrolled students as of October 1 of the previous school year as defined by current State Board rules.

3.06 Net revenues means actual revenues received from ad valorem taxes collected on behalf of a school district, multiplied by the uniform rate of tax over the total millage rate of the school district.

3.07 Professional Development Funding shall be equal to an amount up to fifty dollars ($50.00) multiplied by the school district's previous year ADM.

3.08 Property Tax Report means a report required to provide relevant property tax information to the General Assembly to be provided by Legislative Audit.

3.09 Quarterly Average Daily Membership means the average daily membership for one (1) quarter of a school year used for calculating student growth funding as determined by rules promulgated by the State Board of Education.

3.10 Revenues means the revenues collected or received on behalf of a school district from current year ad valorem taxes plus delinquent ad valorem taxes plus homestead tax credit plus interest earned on any tax funds held in trust less all costs and net commissions of ad valorem taxes authorized by law that are collected or withheld for later distribution by the county offices.

3.11 Special Needs Isolated Funding is provided when a public school district meets the criteria established in A.C.A. 6-20-604.

3.12 State Foundation Aid means the amount of state financial aid provided to each school district and computed as the difference between the foundation funding amount established by the General Assembly and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the school district plus the miscellaneous funds of the school district.

3.13 Student Growth Funding means the amount of state financial aid provided to a school district from funds made available for the growth in the average daily membership of the school district.

4.00 Declining Enrollment/Special Needs Isolated Funding

4.01 Declining enrollment funding shall be distributed to a school district that has experienced a decline in average daily membership over the two (2) immediately preceding school years.

4.02 The declining enrollment funding shall be equal to the difference between the average of the two (2) immediately preceding years' average daily membership and the average daily membership for the previous school

year multiplied by the current amount of foundation funding established by the General Assembly.

4.03 Special Needs Isolated Funding shall be distributed to school districts that meet the requirements outlined in A.C.A. 6-20-604.

4.04 Any funding appropriated and made available for declining enrollment funding or special needs isolated funding by the State Board of Education that is not distributed shall be prorated and distributed equally per average lost student to school districts that meet the qualifications of both declining enrollment funding and special needs isolated funding.

~~4.05 No school district shall receive both declining enrollment funding and student growth funding.~~

5.00 Net Revenues

5.01 By the end of each fiscal year, the net revenues for each district shall be calculated.

5.02 For a school district whose net revenues are less that the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the total property assessment of the district, the Department shall distribute to the district the difference between the net revenues of the district and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the school district.

5.03 For a school district whose net revenues are more than the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the district, the district shall repay the department an amount equal to the difference between the net revenues of the district and the sum of ninety-eight percent (98%) of the uniform rate of tax multiplied by the property assessment of the district.

6.00 Student Growth Funding

6.01 Student growth funding for public school districts will be calculated and distributed after each quarter based on the following method:

6.01.1 After the end of the first quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average daily membership for the first quarter of the current school year over the average daily membership of the previous school year.

6.01.2 After the end of the second quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average daily membership for the second quarter of the current school year over the average daily membership of the previous school year.

6.01.3 After the end of the third quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average membership of the previous school year.

6.01.4 After the end of the fourth quarter, one quarter (1/4) of the per student foundation funding for the school district shall be multiplied by the increase, if any, in the school district's quarterly average daily membership for the fourth quarter of the current school year over the average daily membership of the previous school year.

6.02 The completed fourth quarter average daily membership count will not be available until the following school fiscal year. Therefore, the final distribution for each school year shall be calculated as one half (1/2) of the per student foundation funding for the school district multiplied by the increase, if any, of the school district's quarterly average daily membership for the third quarter of the most current completed school year over the average daily membership of the previous school year.

6.03 After the calculation in section 6.01 is completed, an adjustment shall be made in the district's growth funding for the district in the following school year to be based on actual fourth quarter growth as determined in section 6.01.4 or the school district shall refund the overpayment in growth funding to the Department of Education.

6.04 Increases in average daily membership resulting solely from consolidation or annexation shall be excluded from the growth funding calculation

6.05 No district shall receive both declining enrollment funding and student growth funding.

Arkansas Department of Education
Proposed Rules Governing the
Calculation of Miscellaneous Funds
~~June 25, 2007~~

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. § 6-20-2303 and Acts 272 and 825 of 2007.

1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Calculation of Miscellaneous Funds.

2.00 Purpose

2.01 The purpose of these Rules is to define the procedures for the calculation of Miscellaneous Funds.

3.00 Definitions

For purposes of these Rules, the following terms mean:

3.01 "Miscellaneous Funds" are those funds collected in the previous school year and reported to the Department of Education by April 15 of ~~each~~ the following school year, consisting of funds received by a school district from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, and funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985, §14-164-301 et seq.

3.02 "Miscellaneous Funds calculation" is the average of those funds listed in 3.01 above collected in the previous five (5) school years and reported to the Department of Education by April 15 of each school year.

3.03 "Previous Year" is the school year immediately preceding the school year in which ~~funds are allocated~~ the miscellaneous funds calculation is done.

3.04 "School Year" is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

4.00 Procedures

4.01 The Department shall use the Miscellaneous Funds collected in the five (5) previous school years and reported to the Department of Education by April 15 of each school year from federal forest reserves, federal grazing rights, federal mineral rights, federal impact aid, federal flood control, wildlife refuge funds, severance taxes, and funds received by the school district in lieu of taxes, and local sales and use taxes dedicated to education pursuant to § 26-74-201 et seq., § 26-74-301 et seq., § 26-75-301 et seq., and the Local Government Bond Act of 1985, § 14-164-301 et seq., to determine the Miscellaneous Funds calculation.

4.02 If a school district has not received funds from a category of Miscellaneous Funds in the ~~current~~ previous school year, then that category of Miscellaneous Funds will not be included in the five-year average calculation of Miscellaneous Funds for funding for the next school year.

4.03 The calculation of Miscellaneous Funds shall be an annual calculation.

Arkansas Department of Education
Rule Governing Waivers of the Earnings Limitations
Under the Teacher Retirement System
July 9, 2007

1.00 Legislative Authority

1.01 These regulations shall be known as the Arkansas Department of Education (ADE) Rules Governing Waivers of the Earnings Limitations Under the Teacher Retirement System.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 24-7-708(f), ~~Ark. Code Ann. §~~ 24-7-502, ~~and Ark. Code Ann. §~~ 6-11-105, ~~and Act 911 of Regular Session 2005~~, 25-15-201 et. seq. and Acts 612 and 698 of 2007.

2.00 Purpose

It is the purpose of these regulations to establish the conditions and procedures for requesting from the Board of Trustees of the Teacher Retirement system, or its designee, a Waiver of the Earnings Limitation under Ark. Code Ann. § 24-7-708 (f) and Ark. Code Ann. § 24-7-502, and ~~Act 911 of Regular Session 2005~~ Acts 612 and 698 of 2007.

3.00 Definitions

3.01 Academic Distress: Means any public school district failing to meet the minimum level of academic achievement on the state mandated criterion-referenced examinations as required by the state board pursuant to Ark. Code Ann. §6-15-419(28).

3.02 Critical Academic Areas: Academic areas identified annually by the State Board of Education as being critical academic teacher shortage areas.

3.03 Commissioner: The Commissioner of the Department of Education.

3.04 Earnings Limitation: As outlined in Arkansas Code Ann. § 24-7-708, the maximum amount that a retirant employed by a public employer whose employees are covered by the Arkansas Teacher Retirement System can earn during a twelve-month period ending June 30. The earnings limitation rate is established annually by the Arkansas Teacher Retirement System Board of Trustees.

3.05 Fiscal Distress: Means a public school district determined by the department and classified by the State Board of Education as being placed in fiscal distress status pursuant to this subchapter; Ark. Code Ann. §6-20-1903.

3.06 Standard of Accreditation Probationary Status: Means that status assigned to any public school district or school that is deemed by the State Board of Education to have failed to meet the Arkansas Standards of Accreditation beyond a citation violation pursuant to Ark. Code Ann. § 6-15-201 et seq.

3.07 Retirant: A person currently receiving retirement benefits from the Arkansas Teacher Retirement System.

3.08 Waiver: An approval of a set of conditions under which a retirant will not be held to the Earnings Limitation as defined by the Arkansas Teacher Retirement System Board of Trustees.

4.00 Waivers for the Earnings Limitations may be requested under the following conditions:

4.01 A school district which is without a superintendent due to a reconstitution or reorganization of a public school district as allowed in Ark. Code Ann. § 6-15-201 et seq., Ark. Code Ann. § 6-15-401 et seq., or § 6-20-1901 et seq., following an appropriate determination by the State Board of Education that:

4.01.1 the public school district has failed to meet the standards of accreditation pursuant to Ark. Code Ann. §6-15-201 et seq.; or

4.01.2 the public school district is in academic distress status for failing to meet the minimum level of academic achievement on the state mandated criterion-referenced examinations as required by the State Board of Education pursuant to Ark. Code Ann. §6-15-401 et seq.; or

4.01.3 the public school district is in fiscal distress status pursuant to Ark. Code Ann. §6-20-1901 et seq.; and

4.01.4 an appropriately qualified applicant, as determined by the Department of Education, who is not an ATRS covered-retirant is not available to be employed.

4.02 A school district desires to hire a retirant to teach in one of the critical academic teacher shortage areas identified by the State Board of Education.

5.00 Limitations

5.01 Waivers of earnings limitations will be requested annually and shall be effective until the end of that fiscal year.

5.02 A Waiver of Earnings Limitation must be requested within thirty days of employment.

5.03 To be eligible for an Earnings Limitation Waiver under § 4.02 of this rule, the retirant must be certified in the content area assigned.

5.04 Waiver of Earnings Limitation may only be granted due to a teacher shortage in a critical academic content area in a public school district as allowed in § 4.02 or due to a vacancy in a superintendent's position in the situation of a reconstitution or reorganization of a public school district as allowed in § 4.01 of this rule.

Waivers of Earnings Limitations may be requested and renewed annually for up to a total of ~~three (3)~~ six (6) years for each individual retirant

5.05 A member of the Arkansas Teacher Retirement System must have terminated covered employment for at least 30 days before being eligible to apply for a Waiver of the teacher retirement Earnings Limitation.

5.06 A retirant cannot be hired under the Earnings Limitation Waiver to teach the exact position vacated by the retirant to the extent that this action would violate any current existing provision and/or laws governing pension funds regulated by the Internal Revenue Service.

6.00 Procedures

6.01 Application letters requesting a Waiver of Earnings Limitation shall be submitted in writing to the Commissioner. The application letter shall include:

a. A justification of the need for the waiver.
b. Documentation that a currently licensed and/or appropriately qualified applicant who is not a retirant was not available to be employed.
c. The retirant to be employed.
d. The length of time the retirant is to be employed.

6.02 The Commissioner shall make the request for the waiver of earnings limitation to the Teacher Retirement System Board of Trustees or its designee.

6.03 No payment for services rendered by any retirant(s) under the conditions of the waiver can occur prior to the effective approval date of the Waiver of Earnings Limitation.

6.04 The final decision regarding the granting of the waiver will rest with the Board of Trustees of the Teacher Retirement System or its designee.

6.05 School districts shall maintain audit files, which list personnel receiving waivers and provide documentation regarding the justification for the waiver.

6.06 Beginning July 1, 2005, for any retirant granted an Earnings Limitation Waiver, the employer and employee contribution rate to the system on behalf of that member shall be remitted by the employer at the current rate in effect at the time of the employment.

7.0 <u>Waivers for Retired Members of the Arkansas Teacher Retirement System Employed by the Department of Education:</u>

7.01 <u>A retired member entering into a position of employment with the Department of Education is exempt from Sections 5.00 and 6.00 of these Rules and shall be employed with no limitations placed on his or her earnings.</u>

7.02 <u>For any retired member returning to work pursuant to Subsection 7.01 of these rules, both the employer and employee contribution rate in effect at the time of employment shall be remitted to the system on behalf of the member by the employer.</u>

Arkansas Department of Education
Proposed Rules Governing the Distribution of Student Special Needs Funding
and the Determination of Allowable Expenditure of Those Funds
~~November 13, 2006~~

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these Rules is pursuant to Ark. Code Ann. §§ 6-11-105 and 6-20-2305 and ~~Act 30 of the First Extraordinary Session of 2006~~ Acts 811 and 1590 of 2007.

1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

2.00 Purpose

2.01 The purpose of these Rules is to distribute student special needs funding and define the allowable expenditures of those funds.

3.00 Definitions – For purposes of these Rules, the following terms mean:

3.01 "Alternative Learning Environment (ALE)" is a student intervention program in compliance with Ark. Code Ann. §§ 6-18-508 and 6-18-509 and these Rules that seeks to eliminate traditional barriers to student learning.

3.02 "Average Daily Membership (ADM)" is the total number of days of school attended plus the total number of days absent by students in grades kindergarten through 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.

3.02.1 In those instances in which the ADM for less than three (3) quarters is specified, the number of days used in the calculation shall be the days in the specified period of time.

3.02.2 As applied to these Rules, students who may be counted for ADM are:

3.02.2.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district.

3.02.2.2 Legally transferred students living outside the school district but attending a public school in the school district under a provision of the Arkansas Code or Rules.

3.02.2.3 Students who are eligible to attend and reside within the boundaries of a school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program.

3.03 "Bonus" is a non-recurring payment to a school district employee, which shall not be considered an addition to the employee's contractual salary amount.

~~3.03~~

3.04 "Classroom Teacher" is an individual who is required to hold a teaching license from the Arkansas Department of Education (Department) and who is working directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time; a guidance counselor; or a librarian.

~~3.04~~

3.05 "English Language Learners (ELL)" are students identified by the State Board of Education (State Board) as not proficient in the English language based upon approved English proficiency assessment instruments administered annually in the fall of the current school year, which assessments measure oral, reading, and writing proficiency.

~~3.05~~

3.06 "Eligible Alternative Learning Student" is a student who meets the qualifications of 4.01, is in a program that meets the qualifications of 4.02, has attended an eligible ALE for a minimum of twenty (20) days per school year and meets the requirements outlined in Section 4.

~~3.06~~

3.07 "NSLA" - National School Lunch Act

~~3.07~~

3.08 "National School Lunch Students" are those students from low socio-economic backgrounds as indicated by eligibility for free or reduced-priced meals under the National School Lunch Act as determined on October 1 of the previous school year, unless the district participates in the NSLA Provision 2 Program.

~~3.08~~

3.09 "Previous Year" is the school year immediately preceding the school year in which funds are allocated.

~~3.09~~

3.10 ~~"Professional Development" is a coordinated set of planned learning activities for school teachers and administrators that are based on research, are standards-based and continuous~~. Professional development is a coordinated set of professional development activities that improve the knowledge of teachers, administrators, and paraprofessionals concerning effective instructional strategies, methods, and skills for improving teaching practices and student academic achievement. Training activities for school bus drivers may also be included.

~~3.09.1~~

3.10.1 ~~Professional development shall result in individual, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state's academic standards.~~ Professional development shall result in individual school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state academic standards.

~~3.09.2~~

3.10.2 ~~Professional Development includes activities and materials for paraprofessionals and school bus drivers.~~ Professional development should be based on research, standards-based and continuous.

~~3.10~~

3.11 "Provision Two (2) School District" is a school district participating in the National School Lunch Program under 42 U.S.C. § 1759a, as interpreted in 7 C.F.R. § 245.9.

~~3.11~~

3.12 "School District" is a geographic area with an elected board of directors that qualifies as a taxing unit for purposes of *ad valorem* property taxes under Ark. Code. Ann. § 26-1-101 et seq. and ~~which~~ whose board conducts the daily affairs of public schools pursuant to the supervisory authority vested in it by the General Assembly via Title 6 of the Arkansas Code.

~~3.12~~

3.13 "School Year" is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.

~~3.13~~

3.14 "Technology" is any equipment for instructional purposes that is electronic in nature, including, but not limited to, computer hardware, computer software, internet connectivity, and distance learning.

4.00 Special Needs - Alternative Learning Environment (ALE)

4.01 Eligible ALE Students

4.01.1 An eligible ALE student shall exhibit two (2) or more of the characteristics identified in 4.01.1.1 and 4.01.1.2. Students will not be placed in the ALE based on academic problems alone.

4.01.1.1 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs

4.01.1.2 Situations that negatively affect the student's academic and social progress may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problems
- Pregnancy
- Single parenting

4.02 Eligible ALE Programs

4.02.1 An eligible ALE program shall meet the following guidelines:

4.02.1.~~2~~

4.02.1.1 Have students taught by a currently licensed teacher. If course credit is granted, the teacher must be highly qualified. ~~by the 2005-2006 school year or in districts recognized in the Rural Education Achievement Program's (REAP) Small, Rural School Achievement Program (SRSA) by the end of the 2006-2007 school year~~. Newly hired teachers in these designated districts will have three years from the date of hire to become highly qualified as required by the federal No Child Left Behind Act of 2001.

~~4.02.1.3~~

4.02.1.2 Have a student/teacher ratio in grades Kindergarten through six (K-6) of no more than ten (10) to one (1). If a paraprofessional is employed in addition to a licensed supervisor, the student/teacher ratio shall be no more than twelve (12) to one (1).

~~4.02.1.4~~

4.02.1.3 Have a student/teacher ratio in grades seven through twelve (7-12) of no more than fifteen (15) to one (1). If a paraprofessional is employed in addition to a licensed supervisor, the student/teacher ratio~~n~~ shall be no more than eighteen (18) to one (1).

~~4.02.1.5~~

4.02.1.4 Provide each alternative learning student with access to the services of a school counselor or a mental health professional, a nurse, and support services provided to other students.

~~4.02.1.6~~

4.02.1.5 Coordinate the ALE with state and federal student assistance programs.

~~4.02.1.7~~

4.02.1.6 Submit a description of the ALE on a form developed by the Department. This description shall be included in the districts' Arkansas Comprehensive School Improvement Plan (ACSIP).

~~4.02.1.8~~

4.02.1.7 Have an Alternative Education Placement Team in place in order to determine student placement in the ALE. This team should include the school counselor, the ALE director or principal, a parent or legal guardian and a regular classroom teacher.

~~4.02.1.9~~

4.02.1.8 Maintain documentation of the presence of the~~se~~ characteristics listed in the student's plan.

~~4.02.1.10~~

4.02.1.9 Provide that the ALE shall not be punitive but should provide the guidance, counseling, and academic support to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals either in the traditional educational system or the General Educational Development (GED) Program.

~~4.02.1.11~~
4.02.1.10 Provide that computer programs when used in the ALE setting will supplement teacher instruction.

~~4.02.1.12~~
4.02.1.11 Develop an agreement with the parent or guardian, teacher or ALE director, and student outlining the responsibilities of the school, parent, and the student to provide assurance that the plan for each student is successful.

~~4.02.1.13~~
4.02.1.12 Provide a curriculum including mathematics, science, social studies, and language arts aligned with the regular classroom instruction or with the standards for the tests of the GED.

~~4.02.1.14~~
4.02.1.13 Develop exit criteria on which to base a student's return to the regular program

4.02.1.15
4.02.1.14 Require ALE staff to meet the same professional development requirements as other certified staff.

~~4.02.1.16~~
4.02.1.15 The Department shall monitor ALEs as required in compliance with Ark. Code Ann. § 6-18-509.

4.03 ALE Funding

4.03.1 The ALE funding amount shall be the amount required by law times the district's eligible ALE student's full time equivalent (FTE) in the previous school year as defined in this Rule.

4.03.2 An ALE student shall be counted as no more than one student for ALE funding purposes.

4.03.3 An eligible ALE student's FTEs shall be determined by the number of hours taught in an eligible ALE each day divided by 6 hours, times the number of days an eligible student attends the ALE, plus the number of days absent, divided by the number of school days actually taught in the school year.

4.03.3.1 Alternative Learning Student is a student who has attended an eligible ALE for a minimum of twenty (20) days per school year.

4.03.3.2 Full Time Equivalent (FTE) Alternative Learning Student is an alternative learning student who has at least six (6) hours per day of student/teacher interaction time in the ALE, and attends the ALE for the entire school year.

4.03.4 ALE funding is restricted state aid.

4.03.5 ALE funding shall be spent on eligible activities identified in this Rule except as otherwise allowed by law or rule.

4.03.6 ALE funding may be carried over from one fiscal year to the next but these funds shall remain restricted to the priority areas as defined in this Rule.

5.00 Special Needs English Language Learners (ELL)

5.01 The ELL funding amount shall be the amount required by law times the district's identified English Language Learners in the current school year.

5.01.1 The number of identified ELL students shall be a total of all students identified by the State Board as not proficient in the English language based upon approved English proficiency assessment instruments.

5.01.2 Documentation to be used for the calculation of the number of identified ELL students must be submitted to the Department no later than November 30 of each school year.

5.01.3 An ELL student shall be counted as no more than one student for ELL funding purposes.

5.02 School districts shall maintain documentation of each student-identified as an ELL.

5.03 For ELL funding purposes**,** State-approved English proficiency assessment instruments include:

5.03.1 LAS (Language Assessment Scales)

5.03.2 IDEA (IPT-Idea Proficiency Test)

5.03.3 Woodcock-Munoz

5.03.4 Maculaitis Assessment of Competencies

5.03.5 Language Assessment Battery

5.04 ELL funding shall be expended for the following eligible activities:

5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).

504.2 Funds for teacher training, consultants, workshops, ELL course work including Department sponsored training programs.

5.04.3 Released-time for planning program selection, and ELL program development.

5.04.4 Selection and purchase of language-appropriate instructional and supplemental (enrichment) materials for ELL students (including computer-assisted technology and library materials).

5.04.5 Counseling services, community liaison staff with language and cultural skills appropriate to the ELL population.

5.04.6 Assessment activities, which address identification, placement, and review of ELL student academic progress, as well as evaluation activities to determine the effectiveness of the district's ELL program.

5.04 ELL funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to those priority areas defined in this Rule.

5.05 A description of ELL activities and funding shall be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP).

6.00 Special Needs National School Lunch Act (NSLA)

6.01 The NSLA funding amount shall be determined by the district's total students identified as eligible to participate in the NSLA Program divided by the district's total enrolled students. The product shall be calculated to one tenth of one percent, and rounded up to the nearest whole number from five tenths or down to the nearest whole number from less than ~~four~~ five tenths. NSLA funding for Provision 2 districts shall be determined as defined in Ark. Code Ann. § 6-20-2303 (12)(B)(i) and (ii).

6.01.1 Districts with ninety percent (90%) or greater of the previous school year's enrolled students eligible for the NSLA Program shall receive the amount required by law for each student eligible for the NSLA Program.

6.01.2 Districts with less than ninety percent (90%) and at least seventy percent (70%) of the previous school year's enrolled students eligible for the NSLA Program shall receive the amount required by law for each student eligible for the NSLA Program.

6.01.3 Districts with less than seventy percent (70%) of the previous school year's enrolled students eligible for the NSLA Program shall receive the amount required by law for each student eligible for the NSLA Program.

6.01.4 Districts must participate in the federal National School Lunch Program to receive NSLA Funding.

6.02 The district percentage of NSLA eligible students shall be determined from the Arkansas Public School Computer Network's Cycle 2 report for the previous school year.

6.02.1 The Child Nutrition Unit of the Department shall verify the Cycle 2 report for accuracy.

6.02.2 Adjustments to the Cycle 2 report shall be made by the Department based on documentation provided by the school district.

6.03 NSLA Growth Funding

6.03.1 The Department shall use the Cycle 2 enrollment data for the previous four years to calculate a three year trend in district enrollment.

6.03.2 If a district has grown at least one percent for each of the three previous years, they shall qualify for NSLA Growth Funding.

6.03.3 Districts that qualify for funding shall receive NSLA Growth Funding.

6.03.4 The funding shall be calculated as the three year average growth in enrollment multiplied by the district's previous year's percentage of students eligible for the NSLA Program multiplied by the per student funding determined in 6.01.

6.04 Transitional Funding Due to Percentage Changes in NSLA Students

6.04.1 Beginning with the 2007-2008 school year, the percentage of students eligible for free and reduced priced meals will be calculated by the Department of Education based on information validated by the Child Nutrition Section.

6.04.2 A comparison will be made between the percentage of students eligible for free and reduced priced meals in the most recent previous year and the year previous to that year.

6.04.3 Districts that have a change in the percentage of students eligible for free and reduced priced meals will be identified.

6.04.4 Beginning with the 2007-2008 school year, any school district that is to receive NSLA funding based on a different categorical amount of per student NSLA funding than was received the preceding school year, due to an increase or decrease in the percentage of NSLA students of the district's total October 1 enrollment as compared to the district's preceding school year's NSLA population, shall receive such increase or decrease in per student NSLA funding in three equal transition amounts over a three-year time period or until the district is receiving that amount of NSLA funding the district is legally entitled to receive as provided in Section 6.04.8 of this rule.

6.04.5 The three-year transition funding process will begin the year following the year in which the district's number of NSLA students meets, exceeds or falls below ninety percent (90%) but is greater than seventy percent (70%) or will begin the year following the year in which the district's number of NSLA students meets, exceeds or falls below seventy percent (70%) but is less than ninety percent (90%).

6.04.6 The total amount of NSLA funding will be determined based on the district's NSLA's population as a percentage of the district's total October 1 enrollment.

6.04.7 A district's NSLA funding is based on the number of free and reduced priced students times the funding amount as established by the General Assembly.

6.04.8 When the annual calculation of the percentages meets the conditions outlined in Section 6.04.5 of this rule, then the total increase or reduction in the amount of NSLA funding due to be paid to the district will be increased or decreased by one third of the amount of increase or decrease in the first year of the

transition, two-thirds of the amount of the increase or decrease in the second year of the transition, and by the full amount of the increase or decrease in the third year of the transition process.

6.04.9 No district shall be entitled to receive more or less funding than is due to be paid to the district in NSLA funding as a result of the transition funding process.

~~6.04~~6.05 Each school district with NSLA students shall provide a research based program(s) or purpose(s) for students eligible for NSLA funding in order to improve instruction and increase academic achievement of those students.

~~6.05~~6.06 NSLA funding shall not be used to meet or satisfy the Arkansas Standards for Accreditation required by Ark Code Ann. § 6-15- 201 et seq. the Arkansas Minimum Teacher Salaries required by Ark. Code Ann. § 6-17-2403 except as otherwise allowed herein this section.

~~6.05.1~~6.06.1 NSLA funding shall not be used to augment, replace, or supplement the mandatory requirements of the Arkansas Standards for Accreditation required by Ark. Code Ann. § 6-15-201 et seq. unless the expenditure is for the purposes outlined under Section 6.0~~6~~7 of this Rule .

~~6.05.1 The salary of an employee in an eligible program under Section 6.00 of this Rule that would exceed the Standards for Accreditation may be paid with NSLA funding.~~

~~6.05.2~~6.06.2 A district may use NSLA funds ~~to~~ as a bonus or to supplement ~~increase~~ salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403 provided ~~those~~ the ~~classroom teachers are exclusivey employed for the purposes established under this Rule to increase the academic achievement of NSLA students~~ school district is in compliance with and meets the eligibility provision of this rule.

~~6.05.3~~ ~~Through June 30, 2007, districts may use NSLA funds to supplement or increase all classroom teacher salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403 provided the district meets the following conditions:~~

~~6.05.3.1.1 The school district meets the minimum teacher salary schedule in § 6-17-2403 without using Section 6.00 NSLA funds; and~~

~~6.05.3.1.2 The school district was already using NSLA Section 6.00 funds to supplement salaries of classroom teachers as of January 1, 2006.~~

~~6.05.3.2 NSLA funds may be used to pay salaries of teachers to reduce the pupil to teacher ratio below the mandates specified in the Arkansas Standards of Accreditation.~~

6.06.3 School districts may use NSLA funds to pay the salaries of those teachers which are used to reduce the pupil to teacher ratio below the mandates

required by the Arkansas Standards of Accreditation under the following conditions:

6.06.3.1 The district designates, in a written plan submitted to the ADE which must be approved by the ADE, the specific teacher(s) which are used to reduce the pupil-to-teacher ratios required by the Standards of Accreditation: explain how the district will use NSLA funds to only pay the salaries of those class-size-reduction teachers or other teachers designated by the ADE as bona fide NSLA program or purpose expenditures as allowed by § 6.07 of these rules; explains how the district will use class-size-reduction teachers(s) pursuant to a recognized published research-based program to specifically target an identified academic deficiency or need of the district which aligns with and supports the district's Arkansas Comprehensive School Improvement Plan;

6.06.3.2 Any district which did not use NSLA funds to support the salaries of the class-size-reduction teachers by June 30 in the 2006-2007 school year is limited to using NSLA funds to support the salaries of only those class-size-reduction teachers in kindergarten through the eighth (8th) grade of the school district starting in the 2007-2008 school year and each school year thereafter, provided the district submits a detailed written plan as required in §6.06.3.1 which is approved by the ADE; and

6.06.3.3 Along with any request to expand or increase the use of NSLA funds to pay for or support the salaries of class-size-reduction teachers from a previous school year, the district shall submit a written justification showing how the funds are being used to support an increased academic deficiency or need of the district and is not an attempt to avoid or circumvent the general purpose of reducing the amount of NSLA funds used to increase teacher salaries as required and mandated by Act 1590 of 2007.

~~6.06~~ 6.07 NSLA funding shall be expended for eligible program(s) or purpose(s) that are research-based and aligned to the Arkansas Content Standards for improving instruction and increasing achievement of NSLA identified students at risk of not meeting challenging academic standards either existing or new. These programs or purposes include:

6.0~~6~~ 7.1 Employing Literacy and/or Mathematics and/or Science Specialists/Coaches (K-12) and/or instructional facilitators that meet the following requirements:

6.0~~6~~7.1.1 The Specialists/Coaches and/or instructional facilitators are educators who assist in curriculum alignment with state curriculum documents; alignment of classroom assessment with statewide exams; instructional strategies; professional development and implementation of training; choosing standards-based instructional materials; understanding of current research; advantageous arrangement of the instructional day; and integrating technology into instruction.

6.0~~6~~7.1.2 Qualifications for Specialists/Coaches (K-12):

- At least three years of recent teaching experience in appropriate content areas within grades K-12
- Knowledge of Arkansas Curriculum Framework
- Knowledge of current research and effective practices in standards-based curriculum, instruction, and assessment
- Experience in adult learning situations and in team problem solving
- A bachelor's degree (a master's degree would be preferred).

6.0~~6~~7.2 Providing research based professional development in the areas of literacy and/or mathematics and/or science in grades Kindergarten through twelfth grade (K-12) as defined in the Arkansas Department of Education Regulations Governing Attendance at Certified Instructional Professional Development Sessions (Ark. Code Ann. § 6-17-702).

6.0~~6~~7.3 Employing highly qualified classroom teachers in grades Kindergarten through twelfth grade (K-12) pursuant to the restrictions set forth in Section 6.0~~5~~6 of this Rule.

6.0~~6~~7.4 Providing research-based before and after-school academic programs, including transportation to and from the programs.

6.0~~6~~7.5 Providing research-based pre-kindergarten programs that meet the program standards as outlined in the Rules Governing the Arkansas Better Chance program.

6.0~~6~~7.6 Employing Tutors:

6.0~~6~~7.6.1 Tutors must be able to demonstrate competency (as determined locally) in each area where instruction is provided.

6.0~~6~~7.6.2 Tutors must work under the supervision of highly qualified classroom teachers.

6.0~~6~~7.7 Employing Teacher's Aides:

6.0~~6~~7.7.1 Teacher’s aides must be highly qualified.

6.0~~6~~7.7.2 Teacher’s aides must work under the direct supervision of highly qualified teachers.

6.0~~6~~7.8 Employing certified counselors, licensed social workers and/or nurses.

6.0~~6~~7.9 Employing Curriculum Specialists:

6.0~~6~~7.9.1 The Curriculum Specialists shall meet current licensure requirements that are outlined in the Rules Governing Initial and Standard Administrator Licensure.

6.0~~6~~7.10 Providing parent education.

6.0~~6~~7.11 Providing summer programs that employ research-based methods and strategies.

6.0~~6~~7.12 Providing early intervention programs:

6.0~~6~~7.12.1 Early intervention means 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 which become difficult to change.

6.0~~6~~7.13 Obtaining materials, supplies, and equipment, including technology, used in approved instructional programs or for approved purposes. The approved programs and or purposes support the local educational agency's ACSIP.

6.0~~6~~7.14 Other activities approved by the Department that will further the purposes of this Section.

6.0~~7~~8 Use of these funds shall be included within the school and/or school district's ACSIP. The ACSIP will include how the funds will be spent, the person(s) responsible, a timeline, and budget.

6.0~~7~~8.1 The district shall evaluate programs supported by NSLA funds annually to ensure that the programs are providing intervention/prevention services designed to increase student achievement.

6.0~~7~~8.2 The district shall maintain documentation that supports gains in student achievement as measured by the state assessment system.

6.0~~8~~9 NSLA funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to priority areas as defined in this Rule or law.

6.~~09~~10 NSLA funding is restricted state aid, except as otherwise allowed by law or Rule.

6.11 Flexibility In Use of NSLA Categorical Funding

6.11.1 Bonuses – Only those school districts which meet the following conditions as verified in writing by the Commissioner of Education (or his/her designee) shall be allowed to use excess NSLA funding as a bonus to all classroom teacher salaries:

6.11.1.1 The school district submits in writing on or before March 31 of ~~a~~ the current school year the following:

6. 11.1.1.1 That the school district shall not use any portion of the NSLA categorical funds that are carry forward or reserve funds as a bonus. ~~to supplement classroom teacher salaries;~~

6.11.1.1.2 That the school district is meeting the minimum teacher salary schedule under § 6-17-2403 without using current year, carry forward or reserve NSLA funds;

6.11.1.1.3 That the school district is in full compliance with the rules and laws governing the Standards for Accreditation of Arkansas Public Schools under § 6-15-201 et seq. and the rules and laws governing the Arkansas Fiscal and Accountability Program under § 6-20-1901 et seq. without using current year, carry forward or reserve NSLA funds. No school district in probationary violation of the Standards of Accreditation or classified as in fiscal distress shall be allowed to use NSLA funds to pay a bonus to all classroom teachers as allowed in Section 6.~~10~~ 11.1;

6.11.1.1.4 The district submits a written detailed plan with the school district's Arkansas Comprehensive School Improvement Plan stating how the school district will use its excess NSLA current year funds as bonuses to all classroom teacher salaries; how the district has met the adequate educational needs of all the students in the district; that the school district has met the conditions and requirements of Section 6.~~10~~.11.1 of this rule and how the school district has prudently managed the resources of the district. In order to help verify this information, the districts shall, at a minimum, provide the following written information:

a. Total amount of NSLA funds held in balance by a school district; total amount of current year NSLA funds received by the district; total amount of current year NSLA funds applied to any bonus or salary of an employee of the district; names of those employees of the district who will receive a bonus or increase in salary from NSLA funds; percent of current year and total NSLA funds used as a bonus for classroom teachers.

b. A listing of all programs and actions and purpose of the programs which were funded by current year NSLA funds and funded by reserve or carry forward NSLA funds.

c. Staffing charts listing individual employees and their certification levels used to support the listed NSLA programs.

d. A listing of the targeted participants of each NSLA program along with the targeted curriculum content area(s) to be addressed by the NSLA programs;
e. Specific objectives for each NSLA programs;
f. Outline of how the district will measure and monitor the performance of NSLA programs;
g. Specify the measurement outcomes of each of the NSLA programs;
h. Report whether the district is in academic distress or failing to make adequate yearly progress (AYP). If failing to make AYP, specify which subgroups are failing and how the district is using NSLA funds to address such failures; and
i. A listing of the average student-to-teacher ratio for the school district.

6.11.2 No school district that is currently in probationary violation of the Standards for Accreditation or is classified as in fiscal distress shall be allowed to use NSLA funds to pay bonuses to all classroom teacher salaries.

6.11.3 No school district shall use NSLA funds to pay a bonus ~~as a supplement~~ to classroom teachers ~~salaries~~ without first obtaining the express written approval of the Commissioner of Education or his/her designee.

6.11.4 The Commissioner of Education shall not provide written express approval to a school district to use current year NSLA funds as a bonus to all classroom teacher salaries without first determining:

6.11.4.1 That a school district has met the adequate educational needs of the students in the district;
6.11.4.2 That the district has met all the requirements of this rule and Act 1590 of 2007; and
6.11.4.3 That the district has prudently managed the resources of the district.

6.11.5 On or before June 15 of each school year, any school district which was granted flexible use of NSLA funds under this rule shall issue a written report to the Commissioner of Education listing:

6.11.5.1 Each program upon which NSLA funds were expended;
6.11.5.2 The amount of NSLA funds expended on each program;
6.11.5.3 The actual NSLA programs that were implemented by the district which were listed in this rule;
6.11.5.4 The actual content of each program and whether instructional materials were issued to the students for each program;
6.11.5.5 The students and staff assigned to each NSLA program;
6.11.5.6 The relevant test score data on students assigned to the NSLA programs as required by the ADE;

6.11.5.7 A content description of all professional development used to support NSLA programs and providing a listing of all teachers and staff assigned to such professional development;

6.11.5.8 A report on current student progress and longitudinal student progress for each NSLA program;

6.11.5.9 A report reconciling the budget for NSLA programs to actual NSLA expenditures; and

6.11.5.10 The year-end balance of current year NSLA funds, carry forward or reserve NSLA funds and total NSLA funds.

6.11.6 Upon review, at any time during a school year, of a school district's Comprehensive School Improvement Plan, those reports and information required by this rule, test or financial data or other indicators of a school district, if the Commissioner of Education or his/her designee determines a school district has not met the needs of students that may be served by NSLA funds, has provided false or misleading information or has failed to comply with the provisions of the district's submitted plans without obtaining ADE approval to change the submitted plans required by this rule, the Commissioner of Education may require that any and all NSLA funds dedicated for use or application as a bonus ~~to a teacher salary or as actual salary funds~~ shall be removed from and not used as a bonus ~~to salaries or as actual salary obligations~~ and may require the school district to redirect the NSLA funds to meet other educational needs of the students of that district.

6.11.7 Any excess NSLA funds used as a bonus to supplement the salaries of classroom teachers shall only be used as a non-recurring bonus to a classroom teacher's salary and shall not be considered a permanent obligation of the school district under the district's teacher salary schedule or as a contract obligation.

6.11.8 Only those school districts which previously used or applied excess NSLA funds to supplement the teacher salary schedule for all classroom teachers in the district as part of a salary obligation may continue to use NSLA funds as a salary obligation to the extent the district has received approval from the Commissioner of Education under Section 6.12 and the district is in full compliance with this rule under Section 6.11 and Act 1590 of 2007.

6.12 Flexibility In Use of NSLA Categorical Funding As a Salary Obligation

6.12.1 Salaries – Beginning with the 2007-2008 school year and each school year thereafter, only those school districts that used or applied NSLA funds as a salary supplement to the teacher salary schedule for all classroom teachers during the 2006-2007 school year as required under former § 6-20-2305(b)(4)(c)(i)(b) [repealed] may apply to continue to use or apply current year received NSLA funds to a salary obligation of the district as part of a teacher salary schedule under the following conditions:

6.12.1.1 For the 2007-2008 school year, districts shall submit as part of their ACSIP, the requisite detailed information, verification or plans required in Section 6.11 of these rules. Beginning in 2008-2009, on or before March 31 of the prior school year, the school district

submits in writing the requisite detailed information, verification or plans required in Section 6.~~10~~ 11 of these rules;

6.12.1.2 That the school district is subject to and otherwise meets all the other requirements of this rule (except where appropriate the district reports use of NSLA funds used for salaries rather than bonuses or both as may be applicable) of this rule and has received the express written approval of the Commissioner of Education (or his/her designee) to continue to use NSLA funds on a 20% reduction of actual amount of the NSLA funds used as a salary obligation from the prior school year until the district has no more than 20% of the total of any current year NSLA funds received by the district used as a supplement to any salary obligation for classroom teacher salaries; and

6.12.1.3 Each school district eligible to use NSLA funds as a salary obligation must apply for and receive approval each school year as required by this rule.

6.12.2 Each school district eligible under this rule is subject to the conditions and requirements of this rule (except where appropriate the district may be required to report required information on the use of NSLA funds as a salary obligation rather than a bonus to salaries or, in some instances, the district is required to report the proposed use of NSLA funds as both a salary obligation and a bonus to salaries as allowed by this rule).

6.12.3 Nothing in this rule shall be construed or deemed to prohibit those school districts eligible under this rule from also being eligible to apply for application of NSLA funds as a bonus to salaries under this rule, provided the district receives written approval as required by this rule and Act 1590 of 2007.

7.00 Special Needs Professional Development

7.01 The Professional Development funding amount shall be an amount up to the amount required by law times the district's ADM of the previous school year.

7.02 Professional Development funding shall be expended for approved programs and purposes identified in the Rules Governing Professional Development and employing literacy, mathematics, or science coaches as described in this Rule.

7.03 Districts may expend state Professional Development funding to provide the requisite hours of professional development required by Rule or law.

7.04 Professional Development funding is restricted state aid. Professional Development funding shall be spent on activities identified in this Rule, except as otherwise allowed by law or Rule.

7.05 Professional Development funding may be carried over from one fiscal year to the next, but these funds shall remain restricted to priority areas as defined in this Rule.

7.06 Professional Development activities and funding shall be included in the district's Arkansas Comprehensive School Improvement Plan (ACSIP).

8.00 Financial Accounting for Special Needs Funding for ALE, ELL, NSLA, and Professional Development

8.01 After having provided programs designed to meet the needs of students in the respective categorical funding areas, a school district may transfer and expend funds on any of the special needs categories allowed for in this Rule.

8.02 Special needs funding of ALE, ELL, NSLA, and Professional Development may be used for any of the expenditures identified in this Rule.

8.03 Districts shall report the funds received under each special needs funding category.

8.04 Districts shall report the expenditures of all special needs funds as required by law, including, but not limited to, fund balances remaining on June 30 of each year.

8.05 The funds received, transferred, expended, and/or carried over shall balance.

8.06 If the Department determines that a district would lose any federal funding due to these explicated expenditure requirements, the special needs funds may be expended for other academic programs or salaries, as permitted by the Department.

Public Comment Summary
Acts 811 and 1590
September 2007

Comments were received from Arkansas School Boards Association, Arkansas Association of Educational Administrators, Department Staff, Legislators, Legislative Staff, and School District Personnel.

1 5.05 ELL activities are to be included in ACSIP.

2. 6.06.2 Use of "bonus or to supplement" is confusing. 2 responses

3. 6.7.11 Use consistent term for instructional facilitators to match accounting codes.

4. 6.11.1.1 Add language to be included in written submission to include "agree that it shall not allocate or use any excess national school lunch act categorical funds in any manner except as a bonus." Language already exists.

5. 6.11.1.1.3 Incorrect references should be 6.11.1

6. 6.11.6 Section references "bonuses or to actual salary funds" when section is about bonuses only. This is confusing.

7. 6.11.8 Needs internal references to clarify. Add "Section 6.12" and "Section 6.11."

8. 6.12.1.1 Reference should be Section 6.11.1. What is the deadline for current year plan?

9. 7.00 Professional Development definition on approved activities needs to include classified personnel. 2 responses

10. 7.06 Professional Development activities are to be included in ACSIP.

11. Reinstate ability to pay classroom teachers under class size reduction. 18 responses

12. Change name of National School Lunch Act Funding because it is confusing.

13. The rule prohibits a school on probation or fiscal distress from paying bonuses. This is punitive and unfair. 4 responses

14. Rule needs to allow districts to use NSLA funds to hire positions above the standards. 3 responses

15. Concern regarding NSLA Transition calculations and timing. 5 responses

16. Need to be able to use NSLA funds for bonuses. 5 responses

17. Concern regarding calculation of NSLA growth funding. 2 responses

18. Need to be able to use NSLA funds for salaries above the minimum, especially in areas of the state where it is difficult to recruit teachers.

Arkansas Department of Education
Proposed Rules Governing the Final Close of
Public School Financial Records

1.00 Authority

1.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to A.C.A. 6-11-105 and A.C.A. 6-20-2202 (d)(1)(B) as amended by Act 858 of the 2007 regular session.

1.02 These Rules shall be known as the Arkansas Department of Education Rules Governing the Final Close of Public School Financial Records.

2.00 Purpose

2.01 The purpose of these rules is to establish the deadline for any changes made to a district's general ledger database for the immediate previous year.

3.00 Definitions – For the purposes of these Rules, the following terms mean:

3.01 "APSCN" means the Arkansas Public School Computer Network.

3.02 "Final Close" means the last date on which changes to the APSCN general ledger database can be made on previous year data.

4.00 Procedures

4.01 For the 2006-2007 annual report, the final date on which all revenues and expenditures must be completed is September 30, 2007.

4.02 Closing activities would include any adjusting entries applicable to the previous year, balancing the bank statements, all reconciliations, and journal entries required.

4.03 All closing activities for the 2006-2007 school year must be completed by September 30, 2007 and September 15 for each school year thereafter.

4.04 APSCN shall ensure that proper controls and edits are in place to prohibit changes to the district's databases after the final close has been performed.

4.05 A final close must be performed in each school district, open enrollment charter school, or education service cooperative.

5.00 Audit Adjustments

5.01 After the fiscal year end audit has been completed and errors are identified which require adjusting entries for the previous year data, the district, charter school, or education cooperative will be required to contact APSCN to obtain the appropriate permission to ~~reopen the database to compete the adjusting entries~~ correctly record the audit adjustment required by audit.

5.02 ~~Correcting audit entries done as a result of an audit~~ Recording audit adjustments will be the only adjustments made to previous year data after the September 30 deadline.

5.03 A report will be maintained by APSCN of all districts granted permission to make audit adjustments to the previous year data as described in Section 5.01 of this rule.

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For Arkansas Leadership Academy Master School Principal Designation
Proposed July 9, 2007

1.0 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education (Department) Rules Governing the Arkansas Leadership Academy Master School Principal Designation (Master Principal Program).

1.02 These rules are enacted under the Arkansas State Board of Education's (State Board) authority pursuant to Ark. Code. Ann. § 6-11-105, 6-17-1601 et seq. and 25-15-201 et seq.

2.0 Purpose

2.01 There are two (2) purposes of these rules;

2.01.1 The improvement of student learning by strengthening principal leadership and the encouragement of principals to participate in and complete the Master School Principal Program by authorizing the Department to pay full incentive bonuses to participants and by establishing eligibility requirements; and

2.01.2 The establishment of the mechanism for the payment to principal participants, as determined by the amount of funding available for the program

3.0 Definitions

For the purposes of these rules, the following terms shall mean:

3.01 "Building Level Administrator" means a principal who is required to hold a standard building-level administrator license from the Department and who serves as a full-time school principal in an Arkansas public school.

3.02 "High-need school salary bonus" means an annual bonus to Master Principals serving as a principal of a public school in phase two (2) or phase three (3) school improvement status or of a public school located in a school district which is in academic distress.

3.03 "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same public school in phase two (2) or phase three (3) school improvement status or of a public school which is located in a school district in academic distress.

3.04 Incentive bonus" means a bonus paid to Master Principals serving as a principal of any public school in the state. It is a one-time bonus given during the school year beginning with the first complete school year after an individual first obtains Master School Principal Designation. The amount is $9,000 per year for no more than five (5) years as long as the principal serves as a full-time school principal in an Arkansas public school. The lifetime maximum amount for any one principal is $45,000. This provision shall apply only to the extent that necessary funds are appropriated to the Department.

3.05 Successful completion" of the Master School Principal Designation process is defined as officially being recognized as a Master School Principal by the Arkansas Leadership Academy.

3.06 "The Arkansas Leadership Academy" is defined as a collaborative partnership which identifies and designates principals who meet rigorous standards by effectively demonstrating student learning in their schools as well as demonstrating high levels of knowledge, skills, dispositions, and commitments reflected in the following five core areas:

3.06.1 Building and Sustaining Accountability Systems

3.06.2 Building and Maintaining Collaborative Relationships

3.06.3 Leading and Managing Change

3.06.4 Developing a Deep Knowledge of Teaching and Learning

3.06.5 Creating and Living the Mission and Vision

4.0 Selection Process and Requirements

4.01 Application and Criteria for Selection to the Master Principal Program:

4.01.01 All Arkansas public school building level principals with one (1) years experience as a building principal and who hold a standard building level administrator's license may apply.

4.01.02 Selection of participants for Phase I will be based on responses to the application and on a balance of demographic information.

4.01.03 Selection of participants for Phase II and Phase III shall be based on evidence presented showing implementation of knowledge and skills in the principal's school and based on criteria in the scoring guides.

4.01.04 Current Principal Institute graduates will have two (2) years to present evidence of success in Phase I performance areas and complete the required Phase I assessments to apply for Phase II.

4.01.05 Principals completing Building Level Administrator Licensure requirements, under the current performance-based licensure system, will have the opportunity to present evidence of success in Phase I performance area and complete the required Phase I assessments to apply for Phase II.

4.01.06 The time for completion the Master Principals Program will be flexible, however, those principals beginning the program after July 1, 2008, will have up to two (2) years to complete the assessments for each phase for a maximum time of six (6) years to complete the process.

4.01.07 Applications for Phase I ~~will be mailed to each school district and~~ will be available on-line at the Arkansas Leadership Academy web page: www.arkansasleadershipacademy.org.

4.02 Qualified applicants will establish eligibility for receipt of the "incentive bonus" referenced in Section 3.04 of these rules by submitting to the Department, on an annual basis, proof of:

4.02.01 Receiving the official Master School Principal Designation from the Arkansas Leadership Academy;

4.02.02 At the time of receiving the bonus, being employed full-time as a building-level principal in an Arkansas public school district;

4.02.03 Not having received the $9,000 annual incentive bonus for more than four (4) years.

5.0 Payment of Fees and Bonuses

5.01 The Department of Education shall pay the $9,000 annual incentive bonus to the school district which employs the recipient of the bonus for payment to the recipient.

5.02 The Department shall pay any Master School Principal Designee who is employed in an Arkansas public school district as a full-time school-building principal in accordance with Section 3.04-4.02.03 of these rules a bonus in the first school-year after designation and a yearly bonus for each of the four (4) additional years of eligibility.

5.03 The Department shall pay a high-need salary bonus of twenty-five thousand dollars ($25,000) for every school year for no more than five (5) years to any building level principal who:

5.03.01 Receives Master Principal Designation from the Arkansas Leadership Academy

5.03.02 Is employed full time as a building level principal at the time of receiving the bonus in an Arkansas public school district that is or was:

5.03.02.1 In phases 2, 3, 4 or 5 of school-improvement status at the time that the Master School Principal *began* his or her employment as a principal of the school, or

5.03.02.2 In a public school whose school district is in academic distress at the time the principal *began* his or her employment as a principal of the school.

5.04 The high-need salary bonus described in 5.03 shall be paid as follows:

5.04.01 Twenty thousand dollars ($20,000) for each school year; and

5.04.02 An additional five thousand dollars ($5,000) to be set aside for each qualifying school year to be paid as follows:

5.04.02.1 A hold-back longevity bonus of fifteen thousand dollars ($15,000) at the end of three (3) consecutive school years as a Master School Principal in the same school; and

5.04.02.2 A hold-back longevity bonus of ten thousand dollars ($10,000) at the end of five (5) consecutive school years as a Master School Principal in the same school.

5.05 The high-need school salary bonus with the hold-back longevity bonus payable under this section shall be paid in addition to the five-year incentive bonus allowed in 5.01 if the Master Principal is within the timeframe for eligibility for the five-year incentive bonus.

5.06 No person shall receive either a yearly incentive bonus, a salary bonus, or a longevity bonus regardless of the person's past participation in the Master Principal Program if the person leaves the full-time employment as a principal of an Arkansas public school district.

5.07 No increase in the starting or yearly bonus is retroactive. (This excludes those recipients prior to rule implementation.)

6.0 Repayment of Yearly Incentive Bonus

6.01 Repayment of state funds for the Arkansas Leadership Academy Master School Principal is required if a recipient:

6.01.01 does not complete the school-year in which the bonus was received as a full-time school-building principal. The repayment amount shall be prorated for the time not served.

6.02 The State Board can revoke a building-level administrator license for failure to repay state funds.

7.0 Monitoring

7.01 The local public school district that employs a Master School Principal must verify to the Department annually the employment status of that principal for each year of the five-year annual incentive bonus eligibility.

7.02 No person shall receive a yearly bonus if the person leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level, central office administrator; is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not serve in a school with students.

8.0 Funding

8.01 To the extent funds as provided for by Ark. Code Ann §6-17-1601 et seq. are available such funds may be used to fund the incentive bonus, high-need salary bonus, and hold-back longevity bonus.

ARKANSAS DEPARTMENT OF EDUCATION
RULES ~~AND REGULATIONS~~
GOVERNING WAIVERS FOR SUBSTITUTE TEACHERS
Proposed July 9, 2007

1.00 REGULATORY AUTHORITY

1.01 These ~~regulations~~ rules shall be known as the Arkansas Department of Education (ADE) ~~Regulations~~ Rules Governing Waivers for Substitute Teachers.

1.02 These rules ~~regulations~~ are enacted pursuant to the State Board of Education's authority under ~~Act 1382 of 1999~~,Ark. Code Ann. §§ 6-11-105, 6-15-1004, 6-17-402, and 25-15-201 et seq. and Acts 46 and 57 of 2007.

2.00 PURPOSE ~~OF REGULATION~~

2.01 The purposes of these ~~regulations~~ rules are to improve instruction by ensuring that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year unless that teacher has a bachelor's degree awarded by an accredited college or university or has been licensed to teach by the State of Arkansas, and to establish the procedures for requesting from the State Board of Education, or its designee, a waiver for substitute teachers.

3.00 DEFINITIONS- For the purpose of these Rules ~~and Regulations~~ the following definitions shall apply:

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

3.02 ~~**Certified**~~ **Licensed teacher** means any school district employee who is licensed by the ADE Professional Licensure Office.

3.03 **Substitute teacher** is defined as the person who takes the place of the contracted licensed teacher on a short-term or long-term basis. Any person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).

3.04 **Undue Hardship Situations**: ~~Examples of hardship situations would include:~~ means those events which would cause the school district to believe it could not attain compliance with these rules and thus apply to the Arkansas State Board of Education for a waiver.

~~A. A catastrophic occurrence forces the licensed employee to be unable to fulfill his/her instructional duties.~~

~~B. An appropriately-licensed and appropriately-qualified employee is unavailable to fill the instructional position.~~

4.00 EMPLOYMENT OF SUBSTITUTE TEACHERS

4.01 Since it is sometimes necessary to utilize the services of substitute personnel, school districts should select competent individuals who can be entrusted with the instructional responsibilities of the school. As much care should be given to the recruitment, selection and utilization of those who will be used as substitutes as is given to ~~certified~~ licensed personnel.

4.02 A person serving as a substitute teacher shall be a high school graduate or hold a Graduate Equivalent Degree (G.E.D.).

4.03 Substitute teachers assigned to the same class for more than thirty (30) consecutive days during a school year must hold a bachelor's degree awarded by an accredited college or university or ~~is~~ be licensed to teach by the State of Arkansas.

4.03.1 The school district shall request a waiver to employ a substitute teacher(s) whenever a class of students will be receiving instructions from a substitute teacher or teachers for longer than thirty (30) consecutive days unless the substitute is fully licensed in Arkansas for areas in which the substitute is employed.

4.03.1.1 School districts shall not avoid a waiver request by terminating the services of a substitute teacher(s) prior to the thirty first (31st) day of instruction.

4.04 A substitute teacher or teachers possessing a bachelor's degree shall continue to teach the class from at least the thirty-first (31st) consecutive day after the regular teacher is absent from the class until the return of the regular teacher to that class.

4.05 This provision shall not apply to non-degreed vocational-technical teachers.

5.00 APPROVAL PROCEDURES AND REPORTING OF WAIVERS

5.01 Superintendents may apply for a waiver from the Arkansas State Board of Education if the requirements set fourth in Section 4.00 of these rules impose an undue hardship on a school or district.

5.02 A written application ~~letters~~ for waivers shall be submitted to the Department's Assistant ~~Director of Accountability~~ Commissioner for Human Resources/Licensure, as soon as an undue hardship is determined by the superintendent. The application letter shall include:

5.02.1 A justification of need for the waiver,
5.02.2 Documentation that ~~a~~ currently licensed personnel and/or personnel with a bachelor's degree is not available to be employed,
5.02.3 Instructional area that will be assigned to the substitute teacher, and
5.02.4 The length of time the substitute will be employed.

5.03 Waivers for use of a substitute teacher(s) for longer than thirty (30) days may be granted for only one semester but may be renewed for a second semester. Such waivers are to be submitted immediately once the substitute(s) have been in the classroom for thirty-one (31) days.

5.04 Applications for waivers shall be reviewed by the ~~ADE~~. Department and presented to the Arkansas State Board of Education for its decision..

5.05 The final decision regarding the granting of the waiver will rest with the Arkansas State Board of Education.

5.06 Any school district granted a waiver will be reported in the Department's ~~of Education's~~ annual school district report card.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LIFETIME TEACHING LICENSE
July 2007

1.0 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Lifetime Teaching License.

1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann §§6-11-105, 6-17-401 et seq., and 25-15-201 et seq. and Act 169 of 2007.

2.0 PURPOSE

2.01 The purpose of these rules is to establish the requirements and procedures for obtaining the Lifetime Teaching License from the Arkansas Department of Education.

3.0 DEFINITIONS - For the purpose of these Rules the following definitions shall apply:

3.01 **Educational Setting –** The employment setting where the licensed employee works, including without limitation: public school, private school, institution of higher education, education service cooperative, Department of Education, adult education setting or other agency/organization that employs licensed teachers for educational purposes.

3.02 **Lifetime Teaching License –** A standard Arkansas teaching license that is reissued every five (5) years without the teacher having to meet the general renewal requirements of professional development and teaching experience.

3.03 **Professional Development –** A coordinated set of planned, learning development activities for teachers that are based on research, are standards-based and that meet the focus areas for professional development required by the Department of Education.

3.04 **Teaching Experience –** The experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, substitute teacher or other licensed position.

4.0 ELIGIBILITY REQUIREMENTS FOR OBTAINING THE LIFETIME TEACHING LICENSE

4.01 Applicants for the Lifetime Teaching License shall meet the following eligibility requirements:

4.01.1 Hold a current, standard Arkansas teaching license;
4.01.2 Be over sixty-five (65) years of age; and
4.01.3 (a) Have worked in an educational setting while maintaining an Arkansas teaching license, or
(b) Have made significant contributions to education, educational research, or the profession of teaching through scholarly endeavors, teaching experience, excellence in teaching or educational innovation;

4.02 An applicant shall apply for the Lifetime Teaching License within twelve (12) calendar months after his or her sixty-fifth birthday.
4.02.1 Applicants for the Lifetime Teaching License who turned sixty-five (65) years of age prior to the effective date of this rule and held a current, standard Arkansas teaching license at that time, have twelve (12) calendar months from the effective date of these rules to apply for the Lifetime Teaching License.

4.03 Applicants are subject to a criminal background check upon application for the Lifetime Teaching License.

4.03.1 The required background check cannot be older than one year at the time of application

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE LIFETIME TEACHING LICENSE

5.01 The Lifetime Teaching License shall be issued upon:

5.01.1 The submission of a completed application requesting the Lifetime Teaching License to the Office of Professional Licensure at the Arkansas Department of Education.

5.01.1.1 Applications for the Lifetime Teaching License shall not be submitted prior to July 1, 2008.
5.01.1.2 The Arkansas Department of Education shall promulgate and make available the for application form for use by applicants for the Lifetime Teaching License.

5.01.2 The eligibility requirements in Section 4.0 of these rules.
5.01.3 The application being approved by the Arkansas State Board of Education.

5.02 The Lifetime Teaching License shall reflect the applicant's licensure areas at the time of the application.

5.03 A teacher holding a Lifetime Teaching License is not required to renew their teaching license.

5.04 The Lifetime Teaching License shall be re-issued every five years as long as the license has not been suspended or revoked by the Arkansas State Board of Education.

5.05 A Lifetime Teaching License is subject to the same laws for revocation as any Arkansas teaching license.

5.06 A lifetime teaching license holder is not subject to the requirements for annual professional development unless employed pursuant to Subsection 6.02 of this rule.

6.0 EMPLOYMENT OF LIFETIME TEACHING LICENSE HOLDERS

6.01 A lifetime teaching license holder is eligible to serve a school district , educational services cooperative or Arkansas Department of Education (ADE) in the following capacities:

6.01.1 Substitute teacher
6.01.2 Tutor
6.01.3 Pathwise Mentor
6.01.4 Pathwise Monitor
6.01.5 Praxis III Assessor
6.01.6 Praxis III Assessor Trainer
6.01.7 Test Investigator
6.01.8 Scholastic Audit Consultant
6.01.9 Others as defined by the Department

6.02 A lifetime teaching license holder who becomes employed full-time or part-time by a school district, educational services cooperative or the Department in a position for which sixty(60) hours of professional development is required annually, shall participate in the professional development programs as required by the employing school district, cooperative or Department.

6.02.1 A lifetime teaching license holder who has not taught or been employed in an educational setting for which a license is required for one (1) or more years shall be required to provide the Department verification of twenty (20) hours of relevant professional development prior to reentering the educational setting.

PROPOSED RULES GOVERNING THE REQUIREMENTS AND PROCEDURES FOR RENEWING A STANDARD ARKANSAS TEACHING LICENSE

DRAFT FOR JULY 9, 2007

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for renewing a standard Arkansas teaching license.

2.00 REGULATORY AUTHORITY

2.01 These rules are promulgated pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 ~~(Rep1999),~~ 25-15-201 et seq. and Acts 169 and 628 of 2007. ~~(Supp.1999~~), ~~and~~ ~~Ark. Code Ann. 6-17-402~~

3.00 DEFINITIONS- For purposes of these rules the following terms shall be defined as follows:

3.01 Automatic Renewal- The process of renewing the standard teaching license for those teachers employed in a public school setting, who were teaching the school year prior to the expiration of their teaching license, and who have cleared at least one background check with Arkansas State Police and FBI, and who have met the requirements for professional development.

3.02 College Level Coursework- Coursework taken from a regionally or nationally accredited college/university that is in the area of licensure (OR) professional education coursework at the current level of licensure (OR) educational technology/computer courses (OR) a combination of the above mentioned (OR) coursework taken to add additional areas to a current teaching license.

3.03 Educational Setting- The employment setting where one is working as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher. This may be a public or private school, college/ university, educational co-op, Department of Education, adult education setting, or other agency or organization that employs licensed teachers in an educational setting.

3.04 Grace Period- That period of time immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

3.05 Immediate Previous Year - The spring and fall semester of the current calendar year, (OR) the spring semester of the current calendar year and the prior fall semester.

3.06 Teacher- An individual who holds a standard Arkansas teaching license (including expired and current), inclusive of educational administration, standard teaching areas, approvals, non-instructional student services, adult education, added endorsements and professional and technical licensure areas.

3.07 Teaching Experience- That time period of experience gained while working in an educational setting as a teacher, librarian, counselor, administrator, educational consultant, or substitute teacher.

3.08 Professional Development - A coordinated set of planned, learning activities for teachers that are standards based and that meet the required Focus Areas for Professional Development and the Approved Professional Development Activities requirements as identified in the Arkansas Department of Education Rules Governing ~~ACTAAP and the Academic Distressed Program (June 14, 2004).~~ Professional Development (July 2005).

3.09 Year of Teaching Experience - A year of teaching experience shall be a minimum of 120 days per school year or calendar year while employed in an educational setting.

4.00 GENERAL RENEWAL REQUIREMENTS FOR A STANDARD ARKANSAS TEACHING LICENSE AND FOR A LICENSE THAT HAS BEEN EXPIRED LESS THAN ONE YEAR AND FOR RETIRED TEACHERS.

4.01 Teachers holding a current, standard Arkansas teaching license may renew that license ~~provided they~~ upon meeting the following general renewal requirements.

4.01.1 Teachers not teaching in a public school setting or teachers that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

4.01.2 At the time of application, the teacher shall provide verification of the following requirements.

4.01.2.1 Two years of teaching experience during the previous five (5) years.
(OR)
4.01.2.2 One year of teaching experience for the immediate previous year
(OR)
4.01.2.3 Successful completion of six hours of college level coursework within the previous five (5) years.

4.01.3 A teacher may add partial years of experience over the previous five years to document the two years of teaching experience necessary to renew their teaching license.

4.01.4 Teachers shall provide verification of sixty (60) clock hours of professional development annually, beginning with the ~~2004-2005~~ 2005-2006 school year.

4.01.4.1 A teacher who retires while holding a valid teaching license shall not be required to complete approved professional development required

by these rules when applying for the renewal of their teaching license.

4.01.4.1.1 A teacher who retires while holding a valid teaching license, shall provide written documentation of retirement, from the Arkansas Teacher Retirement Office when applying for the renewal of his/her teaching license.

4.01.4.1.2 A teacher who retires while holding a valid teaching license, and returns to a licensed employment position with the public school district shall complete within the school year of the return to employment, the professional development required for the year in which the teacher returns and for each year thereafter while employed in the licensed position.

4.01.4.1.3 A retired teacher whose license has expired more than one (1) year prior to July 31, 2007, may renew his or her license upon completion of sixty (60) hours of professional development.

4.01.4.1.4 A retired teacher whose license has expired less than one (1) year prior to July 31, 2007 shall be subject to the requirements listed in subsections 4.01.4.1 and 4.01.4.1.2 of these Rules as applicable.

4.01.4.1.5 The Arkansas State Board of Education shall waive the requirements for professional development required for renewal for a retired teacher who:

i. Maintains a valid license and
ii. Reenters the educational setting prior to sixty-five (65) years of age due to a teacher shortage.

4.01.4.1.6 A retired teacher who receives a waiver under section 4.01.4.1.5 of these Rules shall participate in the staff development programs required by the school district where he or she is employed.

4.01.5 The teacher shall have successfully cleared all background checks as required by law.

4.01.5.1 Teachers who have successfully cleared the State Police and FBI background checks for licensure, shall not be subject to another background check for the renewal of their teaching license.

~~**4.02** For those teachers who do not meet the general renewal requirements, a one year non-renewable provisional teaching license shall be available upon meeting the following requirements.~~

~~4.02.1 The teacher shall hold an expired standard Arkansas teaching license.~~

~~4.02.2 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.~~

~~4.02.3 The teacher shall have successfully cleared all background checks as required by law.~~

~~4.02.4 The teacher shall verify employment in an educational setting in Arkansas.~~

4.02 A one year, non-renewable provisional teaching license shall be issued to teachers that have not met general renewal requirements and to teachers whose license has been expired for less than one year, upon meeting the following requirements.

4.02.1 Submission of a completed licensure application form requesting the provisional license.

4.02.2 Teachers who have not successfully cleared the required State Police and FBI background checks shall do so.

4.02.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.

4.02.3 The teacher shall verify employment on the Verification of Eligibility for Provisional Licensure form.

~~**4.03** Teachers not meeting general renewal requirements shall meet the following requirements when renewing a license that has been expired for less than one year.~~

~~**4.03.1** Six (6) hours of college level coursework when experience cannot be verified for two (2) of the previous five (5) years or for the immediate previous year prior to expiration of a license.~~

~~**4.03.2** Sixty (60) clock hours of professional development~~

~~**4.03.3** Teachers employed under a one year, non-renewable provisional license shall submit a completed application requesting the provisional license be converted to a standard teaching license.~~

4.03 The one year, non-renewable provisional teaching license, shall be converted to the five year standard teaching license upon meeting the following requirements

4.03.1 Submission of a licensure application form requesting the provisional teaching license be converted to the standard teaching license.

4.03.2 Document the completion of six (6) hours of college level coursework during the previous five years.

AND/OR

4.03.3 Written verification of completion of sixty (60) hours of professional development that was completed within one year of applying for the renewal of the teaching license, or within the year of provisional licensure if a provisional license was issued for employment.

5.00 REQUIREMENTS FOR THE RENEWAL OF A STANDARD TEACHING LICENSE THAT HAS BEEN EXPIRED FOR ONE (1) YEAR OR LONGER.

5.01 Teachers holding a standard teaching license that has been expired for one (1) year or longer, shall have their license renewed provided they meet the following renewal requirements:

5.01.1 The teacher shall submit a completed application for the renewal of the teaching license to the Office of Professional Licensure.

5.01.2 ~~The teacher shall have successfully cleared all background checks as required by law.~~
Teachers shall successfully clear at least one State Police and FBI background check for their teaching license.

5.01.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure shall not be subject to another background check for the renewal of their teaching license.

5.01.3 Teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area-shall complete the following requirements:

5.01.3.1 Successfully complete the current state required specialty area assessment in at least one licensure/endorsement area.

5.01.3.1.1 Teachers who have successfully completed the current Praxis II Specialty Area assessment for a licensure/endorsement area shall not be allowed to retake that assessment to meet renewal requirements.

OR

5.01.3.1.2 Successfully complete six hours of college level coursework from a nationally/regionally accredited college or university.

5.01.4 Teachers who have never successfully completed a specialty area assessment in at least one licensure/endorsement area shall successfully complete the current, state required specialty area assessment in at least one of their licensure/endorsement areas and successfully complete the current state required pedagogy assessment at their level of licensure. When the teacher holds licensure at different levels, they may complete the pedagogy assessment at the level of their choice.

5.01.5 Teachers whose license expired after 2005, shall provide verification of sixty (60) clock hours of professional development completed within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.01.6 A one year, non-renewable provisional teaching license shall be available for teachers not meeting general renewal requirements, and whose standard Arkansas license has been expired for one year or longer upon meeting the following requirements.

~~**5.01.6.1** The teacher shall hold an expired, standard Arkansas teaching license.~~

5.01.6.1 The teacher shall submit a completed application for the provisional teaching license to the Office of Professional Licensure.

5.01.6.2 The teacher shall have successfully cleared the State Police and FBI ~~all~~ background checks as required by law.

5.01.6.2.1 Teachers who have successfully cleared the required State Police and FBI background checks for licensure, shall not be subject to another background check.

5.01.6.3 The teacher shall verify employment ~~in an educational setting in Arkansas~~ on the Eligibility for Provisional Licensure form.

5.02 The one year, non-renewable provisional teaching license shall be converted to the standard five year teaching license, upon meeting the following requirements:

5.02.1 For teachers who have successfully completed a specialty area assessment in at least one licensure/endorsement area:

5.02.1.1 Submission of a licensure application form requesting the conversion of the provisional teaching license.

AND

5.02.1.2 Verification of having successfully completed the required specialty area assessment,

OR

5.02.1.3 Verification of having successfully completed the six (6) hours of college level coursework,

AND

5.02.1.4 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

5.02.2 For teachers who have not completed a specialty area assessment in at least one licensure/endorsement area:

5.02.2.1 Verification of having successfully completed the required specialty area assessment,

AND

5.02.2.2 Verification of having successfully completed the required pedagogy assessment at their level of licensure,

AND

5.02.2.3 Verification of having completed sixty (60) hours of professional development within one year of application for renewal or within the year of provisional licensure if a provisional license is issued for employment.

6.00 POLICIES AND PROCEDURES FOR RENEWAL OF A QUALIFIED CANDIDATE'S STANDARD ARKANSAS TEACHING LICENSE

6.01 The Arkansas standard teaching license shall be renewed for a period of five years.

6.02 The effective date of a renewed teaching license shall be January 1 of the year following the expiration date of the license. See section 6.11

6.03 The effective date of a renewed teaching license that has been expired longer than one year shall be January 1 of the year renewed.

6.04 A one year non-renewable provisional teaching license shall be available for teachers that have not met general renewal requirements, ~~and~~ hold an expired teaching license, and are employed in a position by schools, and other agencies and organizations that require a current teacher license. Teachers shall have successfully cleared all background checks as required by law.

6.04.1 The one-year provisional teaching license shall be available to those individuals employed as Teachers, Pathwise Mentors, Pathwise Monitors, Praxis III Assessors, Praxis III Assessor Trainers, Test Investigators, Scholastic Audit consultants, and others as defined by the Arkansas Department of Education.

6.05 The effective date of a one-year, non-renewable, provisional teaching license shall be the hire date as documented by the employer.

6.06 The expiration date of a one-year, non-renewable, provisional teaching license shall be one year from the hire date.

6.07 The expiration date of a renewed standard teaching license shall be December 31st of the fifth year.

6.08 Individuals not teaching in a public school setting or individuals that have not met requirements for the automatic renewal of their teaching license shall submit an application for the renewal of their teaching license to the Office of Professional Licensure.

6.09 Teachers applying for the renewal of their teaching license shall have successfully cleared all background checks as required by law.

6.10 There shall be a grace period immediately following the expiration of a standard teaching license, not to exceed one calendar year, to meet general renewal requirements without additional penalties or assessments.

6.11 Applications for the renewal of a standard Arkansas teaching license may be submitted to the Office of Professional Licensure as early as January 1 of the year of expiration.

6.12 Coursework used for the renewal of a standard teaching license shall be college level and from a regionally/nationally accredited college/university. The coursework shall be in the licensure area(s) held by the teacher (OR) professional education courses at the level of licensure held by the teacher (OR) basic computer/education technology courses (OR) coursework taken to add additional areas to a standard teaching license.

6.13 Documentation of experience for renewal purposes shall be provided by a public school supertintendent, director of human resources, or director of other agency/organization employing licensed teachers.

6.14 Documentation of the required professional development for the renewal of a teaching license shall be provided by a public school superintendent, human resources director, or director of other agency/ organization employing licensed teachers.

6.15 Teachers that did not meet renewal requirements that were established under Annotated Code § 6-17-601 and 6-17-602 shall meet the renewal requirements that will be required of all teachers and shall be eligible for a one-year provisional teaching license.

6.16 The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas teaching license that has been issued in error.

6.17 Teachers shall not lose areas or levels of licensure at renewal as a result of transitioning to the new areas and levels of licensure.

6.18 Professional development required for the renewal of a standard teaching license shall not be in addition to professional development required to meet standards for accreditation.

6.19 Teachers shall be able to add partial years of experience during the previous five years to meet the general renewal requirements.

6.20 Professional development shall be required for the renewal of a <u>standard</u> teaching license.

ARKANSAS DEPARTMENT OF EDUCATION RULES ~~AND REGULATIONS~~ GOVERNING PARENTAL NOTIFICATION OF AN ASSIGNMENT OF A NON-~~CERTIFIED~~ LICENSED TEACHER TO TEACH A CLASS FOR MORE THAN THIRTY (30) CONSECUTIVE DAYS AND FOR GRANTING WAIVERS
Proposed July 2007

1.00 REGULATORY AUTHORITY

1.01 These ~~permanent~~ rules ~~and regulations~~ shall be known as the Arkansas Department of Education (ADE) Rules ~~and Regulations~~ Governing Parental Notification of an Assignment of a Non-~~Certified~~ Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive School Days during a School Year and for Granting Waivers.

1.02 These ~~regulation~~ rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §6-11-105 ~~and Ark. Code Ann. §~~6-17- 309 and 25-15-201 et seq..

2.00 PURPOSE ~~OF REGULATION~~

2.01 The purpose of ~~these regulations~~ these Rules is to establish the procedure whereby a school district may obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are ~~certified~~ licensed to teach for more than thirty (30) consecutive school days in the same class during a school year.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

~~For the Purpose of these Rules and Regulations~~:

3.01 **~~Certified~~ Licensed teacher** is defined as any teacher who holds a current standard, initial or provisional teaching license issued by the Arkansas Department of Education.

3.02 **Not ~~certified~~ licensed to teach the grade level** is defined as any teacher assigned to a grade level for which the teacher does not have the appropriate license or approval for that grade level.

3.03 **Not ~~Certified~~ licensed to teach the subject ~~matter~~ area** is defined as any teacher assigned to teach a subject for which the teacher does not have the appropriate license or approval to teach ~~that subject.~~

3.04 **Teacher** is defined to mean any person employed by a school district on a full-time or part-time employment basis, ~~including substitute employees~~ that are assigned a teaching position with a class of students and for which a teaching license is required. Teacher shall also include counselors, library media specialist and school administrators.

3.05 **Undue Hardship** is defined as the inability of a school district to employ a qualified teacher who is ~~certified~~ licensed at the grade level or for the subject area assigned.

3.06 **Waiver** is defined as an approval granted by the Arkansas Department of Education allowing a school district to employ a licensed teacher in a subject or grade level for which they are not licensed for longer than thirty consecutive days during a school year.

4.00 EMPLOYMENT OF TEACHERS WHO ARE NOT ~~CERTIFIED~~ LICENSED TO TEACH THE GRADE LEVEL OR SUBJECT ~~MATTER~~ AREA OF THE CLASS ASSIGNED

4.01 School districts shall aggressively seek to employ teachers who are ~~certified~~ licensed and highly qualified (when required) for the grade level and subject ~~matter~~ areas assigned.

4.02 When a school district cannot employ a qualified teacher ~~certified~~ licensed at the grade level or for the subject being assigned, the school district shall actively recruit a ~~certified~~ licensed teacher who will work towards ~~getting certified~~ becoming licensed and highly qualified (when required) for the grade level assigned or for the specific subject ~~they are~~ assigned to teach.

4.03 The ~~certification~~ licensure requirements of Ark. Code Ann. § 6-17-309 (Act 1623 of 2001) shall not apply to non-degreed vocational-technical teachers and those persons approved by the Department of Education to teach the grade level or subject ~~matter~~ area of the class in the Department of Education's distance learning program.

4.04 Teachers with letters of provisional eligibility (six-month or one-year) and teachers presenting other letters verifying their eligibility for a provisional, initial or standard ~~certificate~~ license that are employed by a school district will be considered ~~certified~~ licensed teachers and will not require a waiver as long as they are teaching at the grade level or the specific subject for which they are licensed.

5.00 APPROVAL PROCEDURES AND REPORTING OF WAIVERS

5.01 Superintendents may apply for a waiver from the Arkansas Department of Education if the requirement imposes an undue hardship on the school district.

5.02 ~~Written letters of application for~~ A waiver~~s~~ application shall be submitted to the Assistant ~~Director of Accountability~~ Commissioner for Human Resource/Licensure as soon as an undue hardship is determined by the superintendent. All ~~letters of~~ applications for waivers shall be reviewed by the Arkansas Department of Education. The application ~~letter~~ shall include:

A. A listing of all teachers including Social Security numbers, current licensure area(s), out-of-area and out of grade level teaching assignment, whether the assignment requires the teacher to be Highly Qualified or not, completed Additional Licensure Plan (ALP) and all school years, employed out-of-area, or grade level.

B. A justification for the waiver documenting the effort of the district to find a fully licensed and Highly Qualified teacher. Districts will not have to verify re-advertising for the second and third years for a position, as long as the teacher has made adequate yearly progress on the ALP. ~~When a waiver is requested for more than one teacher, all teachers can be listed under the justification for the waiver without a separate letter for each teacher.~~

~~B. Documentation that a qualified teacher certified at the grade level to be assigned or certified for the subject to be assigned could not be employed.~~

~~C. The length of time the teacher(s) will be teaching out of their grade level or out of their subject area.~~

C. ~~Steps the~~ The school districts ~~is taking to correct situations where teachers are teaching out of their grade level or out of their subject area.~~ written plan with timelines for completion of the program of study and/or specialty area assessment for becoming licensed and Highly Qualified when required.

D. For teachers who taught on a waiver in this subject area last year or in previous years, the district shall provide evidence of progress made by this teacher to become licensed and Highly Qualified (when required.)

E. Districts shall apply for a waiver each year that a teacher is teaching/working out of area for a maximum of three (3) years.

F. Any school district that obtains a waiver shall send written notice of the assignment of a non-~~certified~~ licensed teacher to the parent or guardian of each student in that classroom no later than thirty (30) school days after the date of the assignment.

G. The superintendent is exempt from sending out parental notifications of the assignment of a non-licensed school counselor, librarian, or other individuals employed in positions requiring licensure as a building level administrator, district level administrator, or curriculum program administrator.

5.03 Upon approval of a waiver request, the Arkansas Department of Education shall issue a letter of waiver to the school district in care of the superintendent of the school district.

5.04 The final decision regarding the granting of the waiver shall rest with the Arkansas State Board of Education.

Application Form - Host School District
Traveling Teacher Program
School Year 2007-2008

I. Host School District Information

a. Name of District:_____

Teacher(s) to Participate in Traveling Teacher Program:

Name	Licensure Number	Licensure Area(s)
1.		
2.		
3.		

b. Classes and Grade Levels for Which the Traveling Teacher is Licensed to Teach and the Teacher's Highly Qualified Status for the Subject Area:

Name	Classes To Be Taught	HQT (y/n)	Grades(s)
1			
2.			
3.			

c. Length of time Teacher(s) Can Participate in Traveling Teacher Program (check box for appropriate time period for each teacher):

Name	Fall 2007	Spring 2008	Entire 2007-2008 School Year
1.			
2.			
3.			

d. Amount of traveling teacher bonus to be paid (circle one):

$2,000.00 – one (1) semester or $4,000.00 – entire school year

e. Member of which Education Service Cooperative (list name in blank):
_____

f. Has any school district contacted you to provide traveling teacher services? YES/NO (circle one) If so, please list name of school district and contact information: _____
_____

II. Procedures

By signing below, I represent that I am duly authorized by my school district to submit this Application Form to the Arkansas Department of Education for consideration to participate in the Traveling Teacher Program for the 2007-2008 school year. I also represent, by signing below, that I have read the Arkansas Department of Education's Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program and understand that my district's failure to fully abide by such rules could cause my district to be excluded from the Traveling Teacher Program.

I acknowledge that I must send this Application Form to the Education Service Cooperative (ESC) of which my district is a member, and that the ESC shall forward the Application Form to the Department of Education. Completion of this Application Form does not create any contract or right of participation in the Traveling Teacher Program. Any and all contracts arising out of this Traveling Teacher Program shall be promulgated and executed by the Department of Education, and any district's participation in the Traveling Teacher Program shall not become effective unless and until such contracts are duly and fully executed.

_____
Printed Name and Position of Authorized Administrator

_____
Signature of Authorized Representative Date

For Education Service Cooperative Use Only

1.) Number of Application Forms Received from Host School Districts:
_____

2.) Number of Traveling Teachers Listed in Application Forms Received under #1.
_____

3.) Have any Member districts submitted requests to be a Receiving School District? Yes ____ No ____
If "yes," please list:
_____
_____
_____

4.) Are any of the teaching needs of Receiving School Districts listed in 3.), above fulfilled by this Application? Yes ____ No ____
If "yes," explain: _____

_____

5.) Distance between classroom site for teachers listed in this application and potential classroom sites of Receiving School Districts listed in 3.), above:

_____

Application Form Reviewed and Forwarded to the Department of Education by:

_____
Printed Name and Position of ESC Representative

_____
Signature of ESC Representative Date

Application Form - Receiving School District
Traveling Teacher Program
School Year 2007-2008

I. Receiving School District Information

a. Name of District: _____

b. Needs for Traveling Teacher Services:

Course	Fall 2007	Spring 2008	Entire 2007-2008 School Year	Location of Course

c. Member of which Education Service Cooperative? (list name in blank)
_____

d. Amount of traveling teacher bonus to be paid (circle one):

$2,000.00 – one (1) semester or $4,000.00 – entire school year

d. Has any school district contacted you to provide traveling teacher services? YES/NO (circle one) If so, please list name of school district and contact information: _____

_____

II. Procedures

By signing below, I represent that I am duly authorized by my school district to submit this Application Form to the Arkansas Department of Education for consideration to participate in the Traveling Teacher Program 2007-2008 school year. I also represent, by signing below, that I have read the Arkansas Department of Education's Rules Governing Eligibility or Participating School Districts in the Traveling Teacher Program and understand that my district's failure to fully abide by such rules could cause my district to be excluded from the Traveling Teacher Program.

I acknowledge that I must send this Application Form to the Education Service Cooperative (ESC) of which my district is a member, and that the ESC shall forward the Application Form to the Department of Education. Completion of this Application Form does not create any contract or right of participation in the Traveling Teacher Program. Any and all contracts arising out of this Traveling Teacher Program shall be promulgated and executed by the Department of Education, and any district's participation in the Traveling Teacher Program shall not become effective unless and until such contracts are duly and fully executed.

_____

Printed Name and Position of Authorized Representative

_____

Signature of Authorized Representative Date

For Education Service Cooperative Use Only

1. Number of Application Forms Received from Receiving Districts:
   _____

2. Have any Member districts submitted requests to be a Host School District?
   Yes ____ No ____ If "yes," please list:
   _____
   _____
   _____

3. Are any of the teaching services of Host School Districts listed in 2.), above, fulfilled by this Application? Yes ____ No ____
   If "yes", explain: _____
   _____

4. Distance between classroom site for teachers listed in this application and potential classroom sites of Host School Districts listed in 2.), above:

   _____

Application Form Reviewed and Forwarded To the Department of Education By:

_____
Printed Name and Position of ESC Representative

_____
Signature of ESC Representative Date

Arkansas Department of Education
Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program
Proposed June 2007

1.0 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education (the Department) Rules Governing the Eligibility of Participating School Districts in the Traveling Teacher Program (Traveling Teacher Program).

1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code. Ann. §§ 6-11-105, 6-17-402 and Act 1027 of 2007.

2.0 Purpose

2.01 The purpose of these rules is to assist school districts in providing appropriately licensed teachers to teach required courses in grades nine through twelve (9-12).

3.0 Definitions

For the purposes of these rules, the following terms shall mean:

3.01 "Department" means the Arkansas Department of Education.

3.02 "Host School District" is an Arkansas public school district with a student population of eight thousand (8,000) students or fewer and that desires to provide the services of the traveling teacher to a receiving school district.

3.03 "Receiving School District" is an Arkansas public school district with a student population of eight thousand (8,000) students or fewer, other than the host district, that desires to have traveling teacher services.

3.04 "State Board" means the Arkansas State Board of Education.

3.05 "Traveling teacher" is a teacher who is appropriately licensed by the Department and has been designated as a highly qualified teacher in the subject area for which he/she is offering instruction; is employed on a full-time equivalent basis by a host school district, and provides professional teaching services to a receiving school district for one (1) or more required courses.

3.06 "Traveling teacher yearly incentive bonus" is the bonus amount awarded to the traveling teacher in addition to the compensation provided in the teacher's annual teaching contract with the host school district. The bonus shall be in the amount of two thousand dollars ($2,000.00) for a semester traveling teacher agreement, or four thousand dollars ($4,000.00) for a full year traveling teacher agreement.

4.0 Selection Process and Requirements

4.01 The Department will prioritize the approval of traveling teacher agreements based on the following:

4.01.1 If the subject area for which traveling teacher services are sought by the receiving school district has been identified as a critical shortage area by the State Board;

4.01.2 If the subject area for which traveling teacher services are sought is one of the required 38 units pursuant to the Department Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts;

4.01.3 No traveling teacher agreements will be approved if the distance between the classroom site of the traveling teacher within the host school district and the proposed classroom site within the receiving school district is more than forty-five (45) miles; and

4.01.4 The number of traveling teachers to be approved will be limited to forty-five (45) per school year with no more than three (3) traveling teachers coming from host school districts within each education service cooperative. Nothing in this Rule shall prohibit a traveling teacher from a host school district to teach in a receiving school district which is in a different education service cooperative than the host school district.

4.02 A school district which wishes to receive or provide traveling teacher services shall complete the applicable application form attached to these Rules and submit the form to the education service cooperative of which it is a member. The forms are entitled "Application Form – Host School District" and "Application Form – Receiving School District" and are attached to these rules as "Appendix B" and "Appendix C" respectively. Both forms are incorporated as a part of these rules as if the text of the forms were fully set forth herein.

4.03 Education service cooperatives shall provide all assistance to potential host and receiving school districts necessary to assist the Department in the efficient operation of this Traveling Teacher Program. The education service cooperative shall complete the information listed on the application forms submitted to it and promptly submit the forms to the Department.

4.04 The Host and Receiving School Districts will enter into a written agreement on the following issues:

4.04.1 The hourly rate of reimbursement for the traveling teacher based on teacher's hourly rate of pay;
4.04.2 The travel reimbursement amount to be paid to the host district;
4.04.3 The length of the agreement (one school year or one semester);
4.04.4 The title and description of the course(s) to be taught at each school;
4.04.5 The number of courses to be taught each semester at each school;
4.04.6 The time and days of the week each course will be taught;
4.04.7 The exact location of the classroom where the course will be taught;
4.04.8 That the delivery method for each class must be 100% face-to-face; and
4.04.9 The amount of time necessary to safely travel to and from the two teaching locations.

4.05 The form of the "Traveling Teacher Agreement" (Agreement) which must be used is attached to these Rules as "Appendix A" and is incorporated as a part of these Rules as if the text of the Agreement was fully set out herein.

5.0 Payment of Fees and Bonuses

5.01 The Receiving School District shall reimburse the Host School District for the following:

5.01.1 The pro rata share of the traveling teacher's time teaching in the Receiving School District based on the hourly rate of the traveling teacher's contract with the Host School District.

5.02 The Department will reimburse the Host School District for the following expenses paid to the traveling teacher only if the Department has reviewed and approved the entire agreement:

5.02.1 The amount of the traveling teacher yearly incentive bonus;
5.02.2 The amount of travel reimbursement not to exceed the mileage rate as set by the Arkansas Department of Finance and Administration; and
5.02.3 The agreement terms are in compliance with the provisions of this rule and Act 1027 of 2007.

5.03 The Department shall make such reimbursement payments to host school districts under this Section only after receiving and approving such written documentation necessary to ensure that all prerequisites to such reimbursement have been completed.

6.0 General Policies and Procedures relating to the Traveling Teacher Program

6.01 At all times during the term of this Agreement, the traveling teacher is an employee of the Host School District and is subject only to the personnel policies and contractual obligations of the Host District.

6.02 The Department shall have all requisite authority to approve or deny the agreement based on the provisions of the laws, rules, availability of funding, and discretionary determination as to the best use of state resources and funding. This includes the ability to terminate the agreement after its approval should the Department determine there is a lack of availability of funding or that the agreement is not the best use of state resources and funding.

6.03 Only under specific circumstances approved by the Department would an agreement be approved allowing the traveling teacher to teach in more than two (2) schools per traveling teacher agreement.

7.0 Funding

7.01 The operation of this program is contingent upon sufficient funding being provided by the General Assembly to the Department to allow for the payment of the funds to local school districts as set forth in these Rules.

Traveling Teacher Agreement*
For 2007-08 School Year

I. Host School District_____

Authorized Administrator _____

A. Name of Traveling Teacher _____

B. License Number of the Traveling Teacher _____

C. Licensure Areas:

License Number	Title of Licensure Area	Expiration Date

D. Name of School Within Host School District Where Teacher Works:_____

II. Receiving School District _____

Authorized Administrator _____

A. Name of the Receiving School _____

B. Title of the Course(s) to be taught at the Receiving School by the Traveling Teacher:

a. _____

b. _____

III. Distance between the two School Campuses described between I.D. and II. A. in miles: _____

IV. Name of Educational Services Cooperative of which Host School District is a member:_____

V. Name of Education Services Cooperative of which Receiving School District is a member. _____

VI. Terms of the Agreement:

A. Semester or entire School Year:_____

B. Full Schedule of the course(s) to be taught at the Receiving School District:

a. _____

b. _____

C. The time and days of the week for teaching each course at the Receiving School District:

Course	#1	#2
Time of day taught		
Day of the Week		
Location of the Class		

D. The amount of time necessary to safely travel to and from the two teaching locations:_____

E. The amount of traveling teacher yearly incentive bonus monies to be paid to the traveling teacher (circle one):

$2,000.00 or $4,000.00

F. The amount of travel reimbursement to be paid to the traveling teacher: _____

VII. The Arkansas Department of Education reserves the right to cancel this Traveling Teacher Agreement (Agreement) with thirty (30) days notice to all parties to this Agreement. In the event that the Arkansas Department of Education does cancel this Agreement, it will make pro-rata reimbursements to the Host School District as required by the laws and Rules Governing the Traveling Teacher Program.

VIII. By signing below, I indicate that I understand and agree to abide by the requirements of the Traveling Teacher Program (Program) as set forth in the Arkansas Department of Education's Rules Governing Eligibility of Participating School Districts in the Traveling Teacher Program, a copy of which I have received, and I further understand that my failure to fully comply with the Program Rules could cause the Department to terminate both my individual and my school district's participation in the Program.

Signatures Required:

_____
Printed Name and Position of Host School District Administrator

_____
Signature of Host School District Administrator Date

_____
Printed Name and Position of Receiving School District Administrator

_____
Signature of Receiving School District Administrator Date

_____
Printed Name of Traveling Teacher

_____
Signature of Traveling Teacher Date

*The Traveling Teacher Agreement must be received by the Arkansas Department of Education prior to August 15, 2007, for consideration for the first semester of the 2007-08 school year.

Send completed Agreement to: Ms. Beverly A. Williams, Assistant Commissioner, Arkansas Department of Education, 4 Capitol Mall, Room 204-B, Little Rock, Arkansas 72201.

For Use by the Arkansas Department of Education only:	
Approved by:	Date Approved:

ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING HOME SCHOOLS

~~September 13, 1999~~

June 2007

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as Arkansas Department of Education Regulations Governing Home Schools.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-15-501 through 507 (Supp. 1997), as amended by Act 1117 of 1999, Act 824 of 2007.

2.00 PURPOSE

It is the purpose of these regulations to set reasonable guidelines for the operation of Home Schools.

3.00 DEFINITIONS

For the purpose of these rules and regulations:

3.01 A "home school" is a school ~~conducted primarily by parents or legal guardians for their own children~~ provided by a parent or legal guardian for his or her own child.

3.02 A "testing window" is an established testing calendar as determined by the Arkansas Department of Education.

3.03 "Alternate testing procedures" refer~~s~~ to any testing date(s) and/or location(s) within the testing window and approved by the education service cooperatives and Pulaski County school districts for home school students.

3.04 "A norm-referenced test (NRT)" is any testing instrument required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the performance of the achievement of students who comprise the norming or standardization group for a particular commercial instrument.

3.05 An "individualized education program (IEP)" is a written record of decisions reached between parent/guardian and school personnel jointly describing the educational program for a child with a disability.

3.06 "Current school year" is the official period of time for pupil/teacher interaction within the school district policy which follows the requirements in Ark. Code Ann. § 6-10-106 (Repl. 1993) (Uniform dates for beginning and ending a school year).

4.00 GENERAL

4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.

4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.

4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.

4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:

4.04.1 the superintendent or local school board chooses to allow the child to enroll in a home school;

4.04.2 the disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or

4.04.3 the student has been expelled.

4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.

4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.

4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.

4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state-mandated tests.

4.09 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

5.01 Parents or Guardians who plan to home school must file written notice by completing and returning the printed current year Notice of Intent and Waiver forms to the public school superintendent's office of their local school district by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.

5.02 Parents or guardians moving into a school district during the school year must file the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.

5.03 The required Notice of Intent and Waiver forms must be the printed current year forms obtained from your local superintendent's office and must include the following information for reporting and test administration purposes only:

5.03.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student.

5.03.2 The location of the home school (mailing address).

5.03.3 A brief description of the basic core curriculum to be used and the subjects to be taught.

5.03.4 Schedule of instruction to be followed (hours per day; days per week; number of weeks).

5.03.5 The education qualifications of the parent/guardian/teacher(s).

5.03.6 Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

6.00 TESTING REQUIRED – ACHIEVEMENT TESTS

6.01 Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.

6.02 The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.

6.03 Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm-referenced achievement test.

6.04 Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.

6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.

6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.

7.00 TEST RESULTS

Test results for home school students will be used for reporting purposes only. The parent/guardian will receive the individual student profile. The Arkansas Department of Education will receive the administrative summaries. The administrative summaries will not contain personally identifiable information.

8.00 TRANSFER OF STUDENTS

8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm-referenced achievement test shall be one of the instruments utilized.

8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.

8.03 Any home school student who re-enters a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

9.00 STUDENTS WITH DISABILITIES

9.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.

9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

10.00 DRIVER'S PERMIT/LICENSE

A student enrolled in a home school shall present proof of home schooling in the form of a notarized copy of the Notice of Intent along with an application for an instructional permit or drivers license. The parent/guardian has the responsibility of providing the notarized copy.

Travel Guidelines
State Board of Education
June 11, 2007

The following guidelines are suggested for adoption by the State Board of Education pursuant to reimbursement for out-of-state travel related to committee assignments and convocations sponsored by the National Association of State Boards of Education (NASBE). All travel requests shall be reviewed and approved by the Chair of the State Board of Education.

State Board of Education Budget for the 2007-2008 Biennium

The budget for State Board of Education activities for the 2007-2008 biennium was submitted through the Department of Education and received Governor's Office and Legislative review and approval prior to the Board entering into the membership status with NASBE. Thus, a minimum amount of travel funds is included in the approved operating budget. For this biennium, discretion and priority must be exercised so that expenditures remain within the budgeted amount for operation of the Board.

Travel Considerations

The following guidelines shall be followed prior to out-of-state travel reimbursement.

- All out-of-state travel, including travel pursuant to committee meetings and other activities of NASBE shall have prior approval of the Chair.
- All approved travel shall be reimbursed based on State of Arkansas travel guidelines.
- Each Board member traveling in an official capacity with approval of the Chair shall complete a request for travel with the State Board Office prior to the beginning of the trip. This travel request shall include estimated expenditures for airfare or mileage, hotel, per diem, registration fees, and other expenses (such as parking, taxi, etc.) Travel requests shall be signed by the Staff Liaison to the Board prior to submission to the finance office.

Reimbursement of Expenses

- Upon return from the travel, Board members shall submit a TR-1 travel reimbursement form as required by the State with appropriate receipts for airfare, hotel, taxi, parking, etc. Per Diem rates will be determined based on State travel guidelines to selected U.S. cities.

- Travel reimbursement requests shall be submitted to the State Board Office for review and processing. Department staff will provide assistance to Board members for completing travel reimbursement requests.

Questions concerning travel and travel reimbursement should be submitted to Dr. Charles Watson, Staff Liaison.