



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA STATE BOARD OF EDUCATION

July 12, 2010

Arkansas Department of Education

Auditorium, State Education Building

9:00 AM

Back Print

Reports

Report-1 Chair's Report

Presenter: Dr. Naccaman Williams

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Coordinated School Health Update Report

Monthly report on coordinated school health

Presenter: Dr. Dee Cox

Consent Agenda

C-1 Minutes - June 14, 2010

Presenter: Dr. Charles Watson

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 Arkansas Department of Education (ADE) 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. The July report summarizes the PMT for June.

Presenter: Dr. Charity Smith and Willie Morris

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. Process To communicate to the members of the State Board on monthly personnel actions.

Presenter: Beverly Williams and Clemetta Hood

C-4 Request Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Term Expired June 30, 2010 or Who Resigned from the PLSB

Pursuant to § 6-17-422 members of the PLSB serve rotating terms. One (1) additional member of the Professional Licensure Standards Board (PLSB) will complete a three year term on June 30, 2010. Another member has resigned from the PLSB due to other responsibilities. Nominations to fill these positions are as follows:

- Dr. John R. Jones, Dean of the College of Education at the University of Arkansas at Fort Smith, has been nominated by the Council of Deans to represent Public Institutions of Higher Education. Dr. Jones is currently serving the remainder of a term and has been re-nominated to serve a full term ending June 30, 2013.*
- Carolyn Odom is the Principal of Randall G. Lynch Middle School in the Farmington School District. Ms. Odom has been nominated by the Arkansas Association of Middle Level Administrators to represent Public School Administrators P-8. Ms. Odom will be replacing Michelle Hayward who resigned from the PLSB as of June 30, 2010. This term will expire June 30, 2012.*

Presenter: Beverly Williams

C-5 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License and a Fine of \$75 for Case #10-073 – Albert Camp

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of Albert Camp's teaching license for a period of one (1) year and a fine of \$75.00 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-6 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of Teaching License for One (1) Year, Alcohol Abuse Counseling, and a Fine of \$100 for Case # 10-042 – Tammy Fisher

The Professional Licensure Standards Board's Sub-Committee on Ethics is recommending suspension of Tammy Fisher's teaching license for a period of one (1) year, alcohol abuse counseling with monitoring, and a fine of \$100 for violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs while on school premises or at school-sponsored activities involving students.

Presenter: Judy Kaye Mason

C-7 Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of Teaching License for Five (5) Years and a Fine of \$100 for Case #10-010 – James Kendig, Jr.

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of James Kendig Jr.'s teaching license a period of five (5) years and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Kendig received a certified letter in December of 2009 stating the sub-committee's recommendation and notifying him of the thirty (30) day timeline of acceptance or challenge of the recommendation. Mr. Kendig signed for this letter as evidenced by his signature on the certified mail return receipt. Mr. Kendig has not contacted the PLSB to accept or challenge the subcommittee's recommendation. Beverly Williams called Mr. Kendig on June 11 and July 1. He received emails on June 14 and July 1 but to date Mr. Kendig still has not responded.

Presenter: Judy Kaye Mason

C-8 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for Two (2) Years and a Fine of \$75 for Case #10-049 – Rodney Major

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of Rodney Major's teaching license for a period of two (2) years and a fine of \$75.00 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

C-9 Consideration of Recommendation of the Professional Licensure Standards Board for Probation of Teaching License for Three (3) Years and a Fine of \$75 for Case #10-019B – Edward Taylor

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of Edward Taylor's teaching license for a period of three (3) years and a fine of \$75.00 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Judy Kaye Mason

Action Agenda

A-1 Consideration for Final Approval: Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure.

Revisions to this rule reflect the implementation of Act 1173 of 2009 (Central Registry) and changes made from public comments as well as other changes. These rules were approved for public comment on April 12, 2010. A public hearing was held in the Auditorium of the Arkansas Department of Education on May 18, 2010. There were six (6) people in attendance at the public hearing. Public comments, written and verbal, were received and taken into consideration when revising these rules.

Consideration of recommendation for final approval of these rules is requested.

Presenter: Beverly Williams

A-2 Arkansas Better Chance Funding Recommendations 2010-2011

Pursuant to the authority granted the State Board of Education, DHS/Division of Child Care and Early Childhood Education requests approval of the attached funding recommendations under the Arkansas Better Chance program.

Presenter: Jamie Morrison

A-3 Consideration of Amended Public School Fund Budget for FY10

Attached to this narrative is a worksheet that summarizes the changes in the FY10 Public School Fund budget previously approved by the State Board in June 2009. This worksheet reflects the final adjustments necessary to close the fiscal year. Since the start of FY10, the Public School Fund experienced three reductions in General Revenues and one reduction in the Educational Excellence Trust Funds. These reductions totaled \$97.9 million in General Revenue and \$3.9 million in Educational Excellence Trust Funds. Fortunately, the Public School Fund entered the fiscal year with a \$50.1 million unrestricted fund balance. In addition to utilizing the carry forward fund balance, the Governor and the General Assembly also allowed the Department to utilize its transfer authority to off-set the final revenue reduction of \$16.9 million with a transfer of unobligated funds from the Public School Facilities Partnership Fund. These additional funds limited total program reductions to \$35.1 million. The State Board's normal practice is to approve the final Public School Fund budget after the close of the fiscal year.

Presenter: *Dr. Tom Kimbrell and Ted Moore*

A-4 Consideration of the Public School Fund Budget FY11

As required by Arkansas Code, state agencies are required to submit a balanced budget to the Department of Finance and Administration (DFA) in June preceding the start of the fiscal year. The budget must not exceed the revenue forecast made by the Chief Fiscal Officer of the State.

The attached worksheet, as approved by Dr. Kimbrell, summarizes the FY11 Public School Fund budget submitted by the Department. The budget was prepared based on DFA guidelines and revenue forecast. In addition, the budget for State Foundation Aid Funding and various programs tied to educational adequacy were fully budgeted based on the formulas set out by statute. Educational adequacy comprises 84% of the total Public School Fund budget.

Once adequacy was fully budgeted the ADE then reviewed those programs that have a shall or must statutory language that requires some level of funding. Nineteen (19) programs were identified making up 7.5% of the budget. The remaining forty-three (43) programs making up 8.5% of the budget are considered discretionary and budgeted based on the availability of funds and staff recommendations.

The State Board is now requested to approve the initial FY11 Public School Fund budget.

Presenter: *Dr. Tom Kimbrell and Ted Moore*

A-5 Consideration for Approval: Adoption of the Common Core State Standards

The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and the Common Core State Standards for Mathematics are submitted for review and approval by the State Board of Education. The Common Core State Standards represent the culmination of a state-led initiative coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). A diverse group including teachers, school administrators, and education experts worked collaboratively to develop research and evidence-based standards that prepare students for college and careers. Additionally, these Standards are internationally benchmarked to ensure that our students are globally competitive.

The process for development of the Common Core State Standards included feedback from state departments of education, professional organizations, postsecondary institutions, educational cooperatives,

and local education agencies. The general public was also invited to provide comments and reactions to the draft documents. Revisions were made to the Common Core State Standards based on the feedback that was received.

The State Board of Education is asked to approve the Common Core State Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects only. Implementation at the classroom level will not occur in the 2010-11 school year but at a later date, based on a transition plan under development.

Presenter: Dr. Gayle Potter

A-6 Request for Charter Amendment of Open-Enrollment Public Charter School: KIPP Delta Public Schools, Helena and Blytheville, Arkansas

The State Board of Education approved the application for KIPP Delta Public Schools in March of 2002. Their current charter contract goes through June 30, 2013. KIPP Delta Public Schools has requested a hearing before the State Board to amend aspects of their current charter.

The entity is requesting that the State Board of Education grant approval to the suggested amendments to their charter.

Presenter: Dr. Mary Ann Duncan and Scott Shirey

A-7 Review of Open Enrollment Public Charter School: Hope Academy, Pine Bluff, AR

The State Board of Education approved the application for Hope Academy on February 12, 2007. The current five-year charter contract for the school goes through June 30, 2012. A report was submitted to the State Board concerning Hope Academy at the Board's June 14 meeting. The school was notified of an agenda item for the July State Board of Education meeting regarding a comprehensive review of the school's financial status and compliance with its approved charter. A hearing will be held by the State Board of Education concerning a report from the Department on the fiscal status of Hope Academy. Pursuant to Ark. Code Ann. § 6-23-105, the State Board may place Hope Academy on probation or may modify or revoke its charter.

Presenter: Dr. Mary Ann Duncan and Bill Goff

A-8 Request Approval of the Accreditation Status Report for Arkansas Public Schools and School Districts 2009-2010

2009-2010 ACCREDITATION SUMMARY

Total Districts	244 + 18 Open Enrollment Charters
Total Schools	1068
Schools Fully Accredited	778
Schools Accredited-Cited	227
Schools Accredited-Probationary	63
Status Appeals	1
Districts Accredited-Cited	11
Districts Accredited-Probationary	4

23.01 Compliance with Standards

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

23.03 Accreditation Process

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

23.04 Accreditation

23.04.1

Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

Presenter: Dr. Charity Smith and Johnie Walters

A-9 Consideration for Final Approval: Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds

On May 10, 2010, the Arkansas State Board of Education approved for public comment the Proposed Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds (Rules). A public hearing was held on June 2, 2010, in the Arkansas Department of Education Auditorium. Written comments were accepted until the end of the comment period, 3:00 p.m., June 15, 2010. Numerous comments were received and are delineated in an attachment to this agenda. The Arkansas Department of Education is requesting final approval of these Rules from the Arkansas State Board of Education.

Presenter: Bill Goff

A-10 Consideration for Final Approval: Proposed Rules Governing Closing the Achievement Gap

Act 949 of 2009 was signed into law on April 6, 2009. Draft rules were presented to the State Board on March 8, 2010. The Board approved these draft rules for public comment. The initial public hearing was held on March 31, 2010, at which time there were no comments. Written comments were accepted until the close of business on April 2, 2010. No written comments were received. The Rule was presented for final approval on May 10, 2010, but was withdrawn to be presented at a later date. No changes have been made to the Rule.

Presenter: Dr. Laura Bednar and Annette Barnes

A-11 Consideration for Final Approval: Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP)

The State Board of Education released the Proposed Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) for public comment at its May 10, 2010 meeting. The public comment period ran from May 26, 2010 to June 25, 2010. A public hearing was held on June 7, 2010 with one person attending. Two people submitted written comments. The proposed rules were amended in response to the comments.

Because the revisions were necessary for the Board and the Department to comply with Act 1307 of 2009 during the Spring 2010 testing cycle, the Board approved the Arkansas Department of Education Emergency Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program at its April 12, 2010 meeting. The Emergency ACTAAP Rules will expire on August 25, 2010. The Department requests that the Board approve the ACTAAP Rules.

Presenter: Dr. Gayle Potter and Jeremy Lasiter

A-12 Consideration for Final Approval: Rules Governing Eligibility and Financial Incentives for Certified Speech-Language Pathologists

These rules were extracted from the National Board of Professional Teaching Standards (NBPTS) Rules to form separate rules for Speech Language Pathologists. On March 8, 2010 these rules were approved for public comment. A public hearing was held on May 3, 2010 in the Auditorium of the Arkansas Department of Education and eight (8) people attended. There were sixteen (16) written public comments delivered during the hearing or emailed to the Office of Teacher Quality during the open comment period.

None of the comments are germane to separating the NBPTS rules from the speech language pathologist financial incentive rules.

A majority of comments were from speech language pathologists and express support for paying the SLP bonus. Some express appreciation and some are critical of the state's decision not to pay bonuses this fiscal year.

Letters from a superintendent and an assistant superintendent, as well as an email from a high school principal, express non-support for the SLP bonuses.

Consideration of recommendation for final approval of these rules is requested.

Presenter: Beverly Williams

A-13 Consideration for Final Approval: Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure

Revisions to this rule reflect the implementation of Act 1173 of 2009 (Central Registry) and changes made from public comments as well as other changes. These rules were approved for public comment on April 12, 2010. A public hearing was held in the Auditorium of the Arkansas Department of Education on May 18, 2010. There were six (6) people in attendance at the public hearing. Public comments, written and verbal, were received and taken into consideration when revising these rules.

Following consideration by the Board at the June 14, 2010 meeting, the term master was eliminated from the proposed Rule, Section 3.08.

The Rule is now submitted for final approval.

Presenter: Beverly Williams

A-14 Reconsideration of Decision on School Choice Petition Denial by the Bryant School District

Pursuant to Ark. Code Ann. § 6-18-206(b)(2)(B), the Arkansas State Board of Education received a petition from the parent of a child denied admission to the Bryant School District under the Arkansas Public School Choice Act. The law allows the State Board to consider the district's decision and decide whether to uphold or overturn the decision.

Presenter: *Jeremy Lasiter*

**Minutes
State Board of Education
Monday, June 14, 2010**

The State Board of Education met on Monday, June 14, 2010, in the Auditorium of the State Education Building. Dr. Naccaman Williams, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Naccaman Williams, Chairman; Jim Cooper, Vice-Chairman; Brenda Gullett; Sam Ledbetter; Alice Mahony; Dr. Ben Mays; Toyce Newton and Vicki Saviers.

The following Board member was absent: Sherry Burrow.

Reports

Chair's Report:

- Ms. Gullett noted participation in a webinar hosted by the National Association of State Boards of Education (NASBE) pursuant to the State's participation in a childhood obesity grant. She reported that Arkansas was commended for its work in the area of student health issues. One specific activity cited was the commitment to increase the school snacks by introducing fruits and fresh vegetables.
- Ms Gullett reported on her attendance at the NASBE Governmental Affairs Committee, which met in Washington, DC. From that meeting she highlighted discussions pursuant to adoption of the Common Core Standards and the questions raised by a number of states regarding the reference to "national" as part of the title for that document. She reported the possible formation of a 501(c)3 organization at the national level to oversee the implementation of the standards and the development of frameworks.
- Ms. Mahony reported her attendance at the AIMS luncheon at which time the Arkansas Teacher of the Year participated in the program.
- Ms. Mahony reported attending the southern region meeting of NASBE and commented on a number of southern states "push back" on adoption of the Common Core State Standards and State's concern for teacher evaluation and accountability. She noted that in many southern states Departments of Education face major fund shortages and many states are finding it necessary to eliminate teaching positions. She commented that in some states, e.g. Florida, districts were opting for accelerated courses to be provided through concurrent credit as opposed to Advanced Placement courses where credit is awarded based on the AP test at the end of the year. Lastly, she commented on the positive influence of the services provided to schools through the military programs.

Commissioner's Report

- Dr. Kimbrell responded to a question about Arkansas' intent to sign the agreement for joining the Common Core State Standards. He indicated that the Standards have been provided to schools and to the Board. He indicated that it was his intent to have a discussion with the Board at the July meeting at which time he would seek a recommendation from the Board regarding adoption.

- Dr. Kimbrell complimented the work of 2009 Arkansas Teacher of the Year Susan Waggener. He stated that she has become a super spokesperson for teachers and teaching. Dr. Kimbrell noted that this would be Ms. Waggoner's final meeting with the Board in her capacity as Teacher of the Year. He recognized Vandy Nash, who was selected at Arkansas Teacher of the Year 2010 last fall and will become the teacher in residence for next academic year. Dr. Kimbrell expressed hope that more building administrators will get to know the Arkansas Teacher of the Year and will invite her participation as part of professional development in the schools.
- Dr. Kimbrell observed the loss of Deborah McMaster, a mathematics teacher in the Springhill School District, who was killed in the flooding that occurred at Camp Albert Pike.
- Dr. Kimbrell recognized the presence of Arkansas Tech students who are participating in the School Leadership Program.

Coordinated School Health – Dr. Dee Cox

Dr. Cox reported on on-going work of the coordinate school health efforts in Arkansas. She noted the emergence of a request for proposals that would be received from local schools for Coordinated Community Health Grants once each semester for the coming year. Dr. Cox stressed the need for these grant proposals to be a cooperative work between the school and the community.

Financial Report: Hope Academy – Pine Bluff – Dr. Mary Ann Duncan

Dr. Duncan provided background information regarding the status of Hope Academy and introduced Bill Goff who reviewed the current balances for Hope Academy and stated that without outside intervention it is very possible that the school will finish the fiscal year with a negative balance. He reported that the school has requested assistance from a consultant with expertise in school finance. The Board asked for a follow-up report at the July Board meeting.

Arkansas' Equity Plan – Beverly Williams

Ms. Williams noted that this plan is presented as part of the requirement to identify highly qualified teachers under the No Child Left Behind legislation. She provided data indicating an increase in the percentage of Arkansas teachers meeting the definition of Highly Qualified. Of special note was a closing of the gap of Highly Qualified teachers employed in schools having the highest percentage on economically disadvantaged students.

Ms. Saviers asked for clarification of the definition of Highly Qualified and Highly Effective. Ms. Williams noted that Highly Qualified determination is based on the teacher's knowledge of content and that the state used national measures such as Praxis to determine content knowledge. Ms. Saviers noted her concern for an effective process to evaluate the quality of teaching in the state, which more clearly reflects performance rather than just content knowledge. Ms. Williams stated that there are measures to determine teacher effectiveness that are used through the state. Ms. Williams also noted that there is a new effort to be pilot tested in the fall to examine new means for evaluating teacher effectiveness.

Consent Agenda

Dr. Mays inquired about Consent Agenda Item – C-6 (repeal of Immunization Rules). Dr. Dee Cox explained that this rule has been replaced in total by the rule adopted for final approval at the May Board Meeting. Dr. Mays expressed his concern that the state has an effective means by which schools

can address parent's wishes for not allowing children to receive vaccinations. Dr. Cox noted that those processes were included in the new rule and that those guidelines are totally in the hands of the Department of Health.

Dr. Williams asked about situations that are allowed in public schools where some home schooled students are allowed to participate in interscholastic athletics and other school activities. What process is in place to be sure that those students have the proper immunizations. Dr. Cox was not aware of this option. Dr. Williams asked for a report at the July Board meeting.

Ms. Mahony noted that the report included with Consent Agenda Item – C-7 (Charter School Annual Report) did not contain information such as enrollment data, current budget information, or information about student performance on Benchmark, End-of-Course, and other common assessments. She asked that this item be eliminated from consideration until these items are provided as part of the report. Ms. Saviers also commented that many of the descriptions appear to be written by the entity and may not be an objective picture of the situation. She asked that the descriptions be reviewed to reflect more accurately the status of the charter schools.

Ms. Saviers asked for information regarding the Academic Shortage Areas identified in Consent Agenda Item C – 21 and was concerned if there were plans to address the shortage areas. Beverly Williams responded that some of these shortage areas are continuing and they are regional and national concerns, not just in Arkansas: example mathematics and science teachers. Ms. Williams noted that teacher preparation institutions are very aware of these shortage areas and attempt to work with students in "STEM" programs to increase participation in these areas. Dr. Williams noted that there are opportunities for increasing the pools of persons working in library media services and counseling by utilizing persons trained in those disciplines, but who may not have completed a teacher education program.

Mr. Ledbetter asked how do we know we are making progress or that any of the work in these areas is being successful. Ms. Williams noted that not much has changed over time, many of these areas remain needs. She did indicate that the alternate licensure program does seem to be providing some relief in some areas.

Mr. Ledbetter moved approval of the Consent Agenda as amended by removing C-7. Mr. Cooper seconded the motion. The motion was adopted unanimously.

- Minutes May 10, 2010
- Minutes May 20, 2010
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the of the Implementation Plan
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309
- Newly Employed, Promotions and Separations
- Review of Loan and Bond Applications
- Consideration for Final Approval: Repeal of Rules Governing the Immunization Requirements in Arkansas Public Schools by the Arkansas State Board of Health and Arkansas Department of Health

- Consideration for Waiver of One (1) Instructional Day Due to Inclement Weather – Twin Rivers School District
- Consideration for Waiver of Two (2) Instructional Days for J.A. Fair High School Due to Storm Damage
- Request for Approval of Nominated Members for the Professional Licensure Standards Board to Replace Members Whose Terms are Expiring June 30, 2010
- Approved sanctions for teachers as recommended by the Professional Licensure Standards Board
 - Billy Woods
 - Yolanda Jones
 - Lewis Earnest
 - Sallie Kieren
 - Jeff Hudson
 - Brian Holifield
 - Ryan Carpenter
 - Kimberly Sexton
 - Jamie George
 - Tracy Jones
- Declaration of Critical Shortage Areas as Required by Ark. Code Ann. § 6-81-609 and Act 605 f 2009

Action Agenda

Consideration of ABC 2010-2011 Funding Recommendations

Jamie Morrison was recognized to present this item. Ms. Morrison indicated that the items under consideration were reviewed and recommended for funding by the ABC staff.

Ms. Mahony moved adoption as presented. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Amount approved for funding: \$102,389,500

Consideration for Final Approval for Arkansas Department of Education Rules for Special Education and Related Services: Procedural Requirements and Program Standards; and Special Education Eligibility Criteria and Program Guidelines for Children with Disabilities, Ages 3-21

Marcia Harding was recognized to present this item. Ms. Harding stated that the public comment period for this rule lasted 60 days and during that time public hearings were held. She noted that the only comments received were in support of the proposed revisions; thus, no changes were made in the document from the initial submission.

Ms. Gullett moved adoption as submitted. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration of Request for Approval of the Creation of Career and Technical/Vocational Permits in the Areas of Latin and Japanese

Beverly Williams was recognized to present this item. Ms. Williams stated that only a few schools in the state offer instruction in Latin and Japanese and that currently there are no teacher preparation institutions in the state with approved programs, which means that there are no provisions for approving new teachers. She did indicate that it would be possible for a teacher with a license from another state to be licensed in Arkansas under reciprocity. Ms. Williams stated that the permit would allow a person who is a native speaker or one with demonstrated proficiency to be licensed to teach these languages in Arkansas. She also noted that this was a way to meet a potential need without the creation of a degree program in higher education.

Mr. Cooper moved approval. Ms. Saviers seconded the motion. The motion was adopted unanimously.

Consideration or Final Approval: Rules Governing Initial and Standard/Professional Administrator and Administrator – Arkansas Correctional School License

Beverly Williams was recognized to present this item. Ms. Williams reported that this rule was approved for public comment several months ago, but amendments were requested to allow coordination of programs and internships through the Arkansas Department of Corrections. She noted that the Department worked with Dub Byers and others from Department of Corrections to establish a pathway for licensure for teaching employees who work exclusively at that Department. She indicated that Mr. Byers had submitted an e-mail recommending adoption of the rule. Ms. Williams also noted the questions raised by persons interested in speech/language pathology being approved to serve as a local district special education supervisor. She noted that originally the Professional Licensure Standards Board had voted not to approve speech/language pathology licensed individuals to serve as local supervisors. However, that decision has been reversed and speech/language pathology licensed persons are eligible to serve as special education supervisors.

Ms. Gullett moved approval for final adoption. Ms. Saviers seconded the motion. The motion was adopted unanimously.

Consideration for Final Approval: Rules Governing Initial, Standard/Professional and Provisional Teacher License

Beverly Williams was recognized to present this item. Ms. Williams commented that the process review and adoption of the teacher license followed a similar path as the administrator license discussed in the previous item. Ms. Gullett noted the work done to accommodate the Department of Corrections is appreciated.

Ms. Saviers moved approval for final adoption. Mr. Cooper seconded the motion. The motion was adopted unanimously.

Consideration for Approval for Public Comment: Proposed Revisions of Rules Governing the Code of Ethics for Arkansas Educators

Beverly Williams was recognized to present this item. Ms. Williams stated that the Code of Ethics Rule was adopted based on legislation and that it has been operational for about one year. She noted that during that time the Professional Licensure Standards Board (PLSB) has improved its work in hearing and reviewing cases submitted. She indicated that this year's experience has helped to identify areas where

the PLSB can further increase its efficiency by addition of a new response – a letter of concern, which may be a more appropriate response, than sanctions issued this past year.

Ms. Mahony noted that a state-wide training effort was implemented to make teachers and administrators aware of the Rule in the beginning. She asked, if approved, would a similar training be necessary. Ms. Williams responded that training would be a key component of any revision to the rules.

Mr. Cooper moved adoption for public comment. Ms. Gullett seconded the motion. The motion was adopted unanimously.

Dr. Mays requested that he be allowed to ask a question regarding the teacher licensure rule approved in Action Agenda Item A – 5. He noted that one condition that warranted a salary increase was when a teacher earned a Master’s degree. He asked if there were any provisions for review of the integrity of the degree institution, or would any degree be acceptable. Beverly Williams responded that there are limitations on which Master’s degrees count: a degree must be earned in an area that supports or is related to the teacher’s area of licensure or area in which that teacher is working. Dr. Mays expressed concern for teachers who earned a degree from an unaccredited, on-line degree mill and what constraints were in place to keep such degree programs from being used for advancement. Ms. Williams stated that the Office of Teacher Quality in the Department can offer advice upon the request of the local district. Mr. Cooper stated that the local district administrator should have the option of reviewing the credibility of the degree program and accepting that program.

Ms. Mahony asked about the defining qualifications for a Master Teacher and for a Professional Teacher. Ms. Mahony indicated that the term Master Teacher is used in association with mentors and she questioned what definition was used to determine a Master Teacher. Ms. Mahony also expressed concern that all teachers are/should be considered professional and that such a designation does not seem appropriate as part of a license. Beverly Williams responded that this was an arbitrary distinction for teachers based on advanced work, additional degrees etc., as a way of providing some recognition to teachers who do work beyond initial licensure.

Mr. Ledbetter moved, in light of the discussion regarding wording from the licensure Rule, that the Board expunge the vote for Action Agenda Item A-5. Ms. Saviers seconded the motion. The motion was adopted unanimously.

Ms. Mahony asked for further consideration of the term Master Teacher and include either a definition or eliminate the word “Master” in the Rule. Also, she requested further consideration of the need for designation of certain teachers as Professional Teachers. Dr. Mays asked for a response to how schools validate the integrity of Master’s Degrees earned by teachers as part of pay increases.

Mr. Cooper moved to table further consideration of this item until the July 12, 2010, Board meeting. Ms. Newton seconded the motion. The motion was adopted unanimously.

Election of Officers: State Board of Education for Fiscal Year 2010-2011

In the absence of Nominations Committee Chair, Sherry Burrow, Jim Cooper stated the Nomination Committee Report: Naccaman Williams, Chairman and Jim Cooper, Vice-Chairman.

Dr. Williams opened the floor to additional nominations. Mr. Ledbetter stated that in keeping with Board seniority, it is appropriate that Dr. Ben Mays be nominated as Vice-Chairman. He observed that serving as Vice-Chairman for this fiscal year would allow the possibility of Dr. Mays serving one year as chair prior to his term expiring. Mr. Ledbetter nominated Ben Mays for Vice-Chairman. Ms. Saviers seconded the nomination.

Mr. Cooper asked that his name be withdrawn as a nominee for Vice-Chairman.

The vote to elect the slate of Dr Naccaman Williams, Chairman and Dr. Ben Mays, Vice Chairman was unanimous.

The meeting adjourned at 11:25 a.m.

These Minutes were recorded and reported by Dr. Charles D. Watson.

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JUNE 30, 2010**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of June 2010.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010
<i>I. Financial Obligation</i>	<p>As of May 31, 2010, State Foundation Funding payments paid for FY 09/10 totaled \$50,761,518 to LRSD, \$30,828,490 to NLRSD, and \$39,062,592 to PCSSD. The Magnet Operational Charge for FY 09/10 paid as of May 31, 2010, was \$13,599,730. The allotment for FY 09/10 was \$14,937,425. M-to-M incentive distributions for FY 09/10 as of May 31, 2010, were \$3,986,919 to LRSD, \$6,046,974 to NLRSD, and \$9,552,609 to PCSSD. In September 2009, General Finance made the last one-third payment to the Districts for their FY 08/09 transportation budget. As of September 30, 2009, transportation payments for FY 08/09 totaled \$4,236,159.97 to LRSD, \$1,300,628.11 to NLRSD, and \$3,482,736.87 to PCSSD. In September 2009, General Finance made the first one-third payment to the Districts for their FY 09/10 transportation budget. In January 2010, General Finance made the second one-third payment to the Districts for their FY 09/10 transportation budget. As of January 31, 2010, transportation payments for FY 09/10 totaled \$2,778,700 to LRSD, \$887,615.26 to NLRSD, and \$2,229,905.22 to PCSSD. Bids were opened on May 7, 2010 for sixteen Magnet and M-to-M buses. The low bid was by Diamond State Bus Sales for a total of \$1,135,960. There are fourteen 65 passenger buses at \$71,210 per unit and two 47 passenger units at \$69,510 per unit. Little Rock will get 8 - 65 passenger buses. Pulaski County Special will get 4 - 65 passenger buses and 2 - 47 passenger buses. North Little Rock will get 2 - 65 passenger buses.</p> <p>In August 2009, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Central States Bus Sales \$1,049,584. In July 2009, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY 09/10. In July 2009, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 09/10.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010
<i>II. Monitoring Compensatory Education</i>	On April 8, 2010, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Louis Ferren, ADE Internal Auditor for Desegregation, updated the group on all relevant desegregation issues. Mr. Jeremy Lasiter, ADE General Council for Legal Services, talked about the desegregation unitary status hearings for the North Little Rock School District and the Pulaski County Special School District (PCSSD). He also talked about a draft of a federal court motion that could be presented by the Little Rock School District that would accuse the state of violating the desegregation agreement by approving charter schools in Pulaski County. Recent news articles about the desegregation case were discussed. Some articles talked about the PCSSD unitary status hearings discussing the condition of school facilities in the district. Mr. Doug Eaton, Director of Arkansas Public School Academic Facilities and Transportation, talked about school facilities in the PCSSD. The next Implementation Phase Working Group Meeting is scheduled for July 8, 2010 at 1:30 p.m. in room 201-A at the ADE.
<i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i>	Ongoing. All court pleadings are monitored monthly.
<i>IV. Repeal Statutes and Regulations that Impede Desegregation</i>	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 86 th Legislative Session, and any new ADE rules or regulations.
<i>V. Commitment to Principles</i>	On June 14, 2010, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of May.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010
<i>VI. Remediation</i>	<p>On June 7, 2010, ADE staff participated on a panel to discuss the Common Core State Standards. This professional development for the Little Rock School District was held at the Little Rock Central High School auditorium from 12:45 p.m. - 3:45 p.m. The session was titled "Common Standards, Common Sense." Three ADE employees took part in the professional development: Dr. Stanley Paul opened the session and introduced panelists; Thomas Coy presented an overview of the Common Core State Standards in Mathematics and where Arkansas stands in terms of adopting the Common Core for math and English language arts; Dana Breitweiser presented an overview of the Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.</p>
<i>VII. Test Validation</i>	<p>On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.</p>
<i>VIII. In-Service Training</i>	<p>ADE staff conducted an instructional facilitating site support visit on April 8, 2010 at North Pulaski High School in the PCSSD. Discussion focused on implementing instructional facilitating training to build capacity in teachers.</p> <p>ADE staff provided the following professional development for the PCSSD during the months of April and May in 2010: Leadership Team meeting at Taylor Elementary (April 1); Instructional Facilitator support visit to Oak Grove High School (April 13); Instructional Facilitator leadership meeting at Landmark Elementary (April 28); Interventions/Response to Intervention workshop for Instructional Facilitators at the PCSSD administration building (April 21); Regional Instructional Facilitator - Jim Knight Coaches Training at Embassy Suites in Little Rock (April 22); Leadership Team meeting at Landmark Elementary (April 28); Meeting with Ms. Elliott regarding Smart Accountability clarifications and questions for Dr. Bednar at the PCSSD administration building (May 6); Instructional Facilitator training at the PCSSD administration building (May 7); Follow up and planning meeting with principal and coach at Landmark Elementary (May 10); Leadership Team meeting at Landmark Elementary (May 17).</p>
<i>IX. Recruitment of Minority Teachers</i>	<p>In June 2010, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of anticipated teacher shortage areas by grade and subject.</p> <p>In June 2010, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010																																																																																																																																																										
<p><i>X. Financial Assistance to Minority Teacher Candidates</i></p>	<p>Ms. Tara Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2009-2010 on February 24, 2010. 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 are as follows:</p> <table border="0"> <tr> <td>STAR</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>White</td> <td>38</td> <td>156,000</td> <td>175</td> <td>716,000</td> <td>213</td> <td>872,000</td> </tr> <tr> <td>Black</td> <td>2</td> <td>6,000</td> <td>19</td> <td>78,000</td> <td>21</td> <td>84,000</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>3</td> <td>15,000</td> <td>3</td> <td>15,000</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td>2</td> <td>12,000</td> <td>2</td> <td>12,000</td> </tr> <tr> <td>Totals</td> <td>40</td> <td>162,000</td> <td>199</td> <td>821,000</td> <td>239</td> <td>983,000</td> </tr> </table> <table border="0"> <tr> <td>MTS</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>Black</td> <td>5</td> <td>22,500</td> <td>30</td> <td>129,544</td> <td>35</td> <td>152,044</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>1</td> <td>2,500</td> <td>1</td> <td>2,500</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>1</td> <td>5,000</td> <td>1</td> <td>5,000</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>5</td> <td>22,500</td> <td>32</td> <td>137,044</td> <td>37</td> <td>159,544</td> </tr> </table> <table border="0"> <tr> <td>MMF</td> <td>Male</td> <td>Male</td> <td>Female</td> <td>Female</td> <td>Total</td> <td>Total</td> </tr> <tr> <td>Race</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> <td>Count</td> <td>Award</td> </tr> <tr> <td>Black</td> <td>8</td> <td>38,750</td> <td>33</td> <td>142,500</td> <td>41</td> <td>181,250</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td>2</td> <td>7,500</td> <td>2</td> <td>7,500</td> </tr> <tr> <td>Asian</td> <td></td> <td></td> <td>2</td> <td>2,500</td> <td>2</td> <td>2,500</td> </tr> <tr> <td>Native Amer</td> <td></td> <td></td> <td>1</td> <td>1,250</td> <td>1</td> <td>1,250</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Totals</td> <td>8</td> <td>38,750</td> <td>38</td> <td>153,750</td> <td>46</td> <td>192,500</td> </tr> </table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	38	156,000	175	716,000	213	872,000	Black	2	6,000	19	78,000	21	84,000	Hispanic			3	15,000	3	15,000	Other			2	12,000	2	12,000	Totals	40	162,000	199	821,000	239	983,000	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	5	22,500	30	129,544	35	152,044	Hispanic			1	2,500	1	2,500	Asian			1	5,000	1	5,000	Native Amer							Totals	5	22,500	32	137,044	37	159,544	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	8	38,750	33	142,500	41	181,250	Hispanic			2	7,500	2	7,500	Asian			2	2,500	2	2,500	Native Amer			1	1,250	1	1,250	Other							Totals	8	38,750	38	153,750	46	192,500
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<p><i>XI. Minority Recruitment of ADE Staff</i></p>	<p>The MRC met on April 16, 2010 at the ADE. A report was presented at the meeting that showed ADE employees in grades C121 to C129 by race and section for the quarter ending March 31, 2010. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole, Central Administration, Academic Accountability, Facilities/Transportation, Fiscal and Administrative Services, Human Resources, Learning Services and Research & Technology. The graph was changed to add two people in Facilities//Transportation. There was discussion about why the percentage of black employees at the ADE is lower than it used to be. It was mentioned that the ADE requires a teaching license for new hires at grade C121 and above. It was stated that people with teaching licenses can often earn as much working for a school as they would at the ADE and they would get the summer off if they were at a school. It was also mentioned that in the short term it will be difficult to increase the percentage of black employees because of the state hiring freeze.</p>																																																																																																																																																										

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>ADE staff conducted Extended Comprehensive Outcomes Evaluation (ECOE) School Improvement Plan peer reviews at the following LRSD schools in April and May of 2010: Bale Elementary (April 26); Fulbright Elementary (April 27); Western Hills Elementary (April 28); Central High (May 17); Booker Elementary (April 26); Otter Creek Elementary (April 27); Brady Elementary (April 26); Rockefeller Elementary (April 27); Dreamland Academy (May 26); Lisa Academy (April 26). There were four ADE teams conducting the visits. The teams focused on the following areas: Student Engagement and Instructional Strategies; Building Level Leadership; Student Assessment; Parental Involvement. Each team member visited a minimum of three but no more than five classrooms. In the eight Little Rock School District buildings, approximately one hundred thirty (130) classrooms were visited. Team members identified concerns where warranted and made appropriate suggestions to the principal/leadership team.</p> <p>ADE staff conducted ECOE School Improvement Plan peer reviews at the following NLRSD schools in April and May of 2010: Lakewood Middle; Ridgeroad Middle; Rose City Middle.</p> <p>ADE staff conducted ECOE School Improvement Plan peer reviews at the following PCSSD schools in 2010: Scott Elementary (May 24); Clinton Elementary (May 24); Robinson Elementary (May 24); Northwood Middle (May 24); Oakbrooke Elementary (May 24); Pine Forest Elementary (May 25); Harris Elementary (May 25); Robinson Middle (May 25); Oak Grove Elementary (May 25). On May 27, each peer review team's recommendations were presented to the superintendent and other selected PCSSD administrators at the district's administrative office.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JUNE 30, 2010
<i>XVII. Data Collection</i>	<p>The ADE Office of Public School Academic Accountability has released the 2009 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.</p>
<i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i>	<p>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.</p>

NEWLY EMPLOYED FOR THE PERIOD OF June 1, 2010 – June 30, 2010

Kevin Mullen – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation, effective 06/14/10.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF June 1, 2010 – June 30, 2010

Christopher Barnes – from Public School Program Advisors, Grade C122, Central Administration Curriculum Assessment, to Public School Program Manager, Grade C126, Central Administration, Curriculum Assessment, effective 06/28/10. Promotion

Jodie Fairchild – from Administrative Specialist II, Grade C109, Special Programs, Charter Schools, to Administrative Analyst, Grade C115, Special Programs, Charter Schools, effective 06/21/10. Promotion

SEPARATIONS FOR THE PERIOD OF June 1, 2010 – June 30, 2010

Kevin Beaumont – Public School Program Advisor, Grade C122, Central Administration, Curriculum Assessment, effective 06/16/10. 1 year, 0 months, 5 days. Code: 01

Robert Bethurem, Jr. – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement/Statewide System of Support, effective 06/30/10. 21 years, 5 months, 21 days, Code: Retirement

Mylossia Blankenship – Public School Program Coordinator, Grade C123, Division of Fiscal and Administrative Services, Child Nutrition, effective 06/28/10. 0 years, 10 months, 18 days

*Patricia Brewer – Information Systems Business Analyst, Grade C122, Division of Research and Technology, Data Administration, effective 06/30/10. 40 years, 8 months, 22 days. Code: Retirement

Donna Broyles – Public School Program Advisor, Grade C122, Central Administration, Special Education, effective 06/18/10. 3 years, 2 months, 9 days. Code: 01

*Gracie Douthard – Administrative Specialist III, C112, Division of Learning Services, School Improvement, Federal Programs, effective 06/30/10. 7 years, 9 months, 0 days. Code: Retirement

Kathryn Lavender – Public School Program Advisor, C122, Division of Learning Services, School Improvement Statewide System of Support, effective 06/01/10. 5 years, 10 months, 0 days. Code: 01

Ben Lewis – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, Statewide System of Support, effective 06/30/10. 18 years, 2 months, 3 days. Code: Retirement

Jenevive “Sue” McKenzie – Public School Program Coordinator, Grade C123, Central Administration, Curriculum, Assessment, effective 06/30/10. 33 years, 0 months, 16 days. Code: Retirement

*Tracy Robinson – Administrative Specialist, Grade C112, Division of Human Resources/Licensure, Professional Licensure, effective 06/25/10. 8 years, 7 months, 2 days. Code: 01

Michael Sanders – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Teacher Quality, effective 06/25/10. 4 years, 0 months, 11 days. Code: 01

*Michelle Snortland – Administrative Analyst, Grade C115, Special Programs, Charter Schools, effective 06/11/10. 3 years, 11 months, 7 days. Code: 01

Marsha Tolson – Public School Program Advisor, Grade C122, Central Administration, Special Education, effective 06/30/10. 17 years, 11 months, 24 days. Code: Retirement

Ronald Tolson – Public School Program Manager, Grade C126, Division of Human Resources/Licensure, Professional Licensure, effective 06/30/10. 19 years, 0 months, 13 days. Code: Retirement

*Minority

AASIS Code:-

01 – Voluntary Termination
Retirement

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD/PROFESSIONAL AND
PROVISIONAL TEACHER LICENSURE
July 2007**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 (~~Rep 1999~~), 6-17-410, and § 25-15-204 (~~Supp-1999~~), §6-17-411.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Professional or Provisional Teaching License.

3.0 DEFINITIONS

For the purpose of these Rules the following definitions shall apply.

- 3.01 Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.
- 3.02 Central Registry** - The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.
- 3.03 Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.04 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment. Induction shall not be less than one year and no more than three years.

- 3.05 Initial Licensure** - The first teaching license issued to an applicant for teacher licensure. This license may be provisional, initial, or standard teacher license.
- 3.06 Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in traditional P-12 setting.
- 3.07 Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 3.08 Mentor** - a licensed ~~master~~ teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- 3.09 Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.
- 3.10 Non-Traditional Licensure Program** - the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas ~~school~~ traditional P-12 setting via a Non-Traditional Provisional license.
- 3.11 Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.12 Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
- 3.12.1** Successful completion of the performance assessment is defined as meeting the state-adopted cut-score and the cut-score for each of the four Domains.
- 3.13 Professional License**- A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.14 Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.

- 3.15 Provisional Teaching License** - A temporary one-year teaching license available to candidates who have not met all requirements for the Initial or Standard/Professional Arkansas teaching licenses.
- 3.16 Standard Non-Instructional Student Services License** - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.17 Standard Teaching License** - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.18 Teacher-of-Record** - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.19 Traditional P-12 Setting - Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting pre-approved by the Arkansas Department of Education.**

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

- 4.01** There are five routes for obtaining an Initial Arkansas teaching license.
 - 4.01.1** Completion of a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program,
OR
 - 4.01.2** Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.
OR
 - 4.01.3** Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program,
OR
 - 4.01.4** By Reciprocity
OR
 - 4.01.5** Conversion of a Provisional license
- 4.02** An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:
 - 4.02.1** A completed application for Initial licensure.

- 4.02.2** An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).
- 4.02.3** Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 4.02.4** Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.
- 4.02.5** Documentation reflecting completion of a teacher preparation program. This shall be:

 - 4.02.5.1** Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

 - 4.02.5.1.1** A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program

OR
 - 4.02.5.1.2** Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR
 - 4.02.5.1.3** Verification from the Arkansas Non-Traditional Licensure Program.
- 4.03** The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.
- 4.04** The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).

- 4.05 Candidates may obtain concurrent licensure in more than one licensure/endorsement area.
- 4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.
 - 4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.
- 4.08 **Candidates** who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

- 5.01 The Initial Arkansas teaching license:
 - 5.01.1 is valid for no less than one and no more than three years;
 - 5.01.2 expires three years from the effective date, unless requirements for a Standard teaching license are met; and
 - 5.01.3 requires that all Novice Teachers participate in Induction.
- 5.02 Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.
- 5.03 The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.
- 5.04 The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.
- 5.05 The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.
- 5.06 Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education

Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.

- 5.07** Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.
- 5.07.1** Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.
- 5.08** Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.
- 5.09** The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.
- 5.10** Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.
- 5.11** A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III - performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Professional five-year teaching license.
- 5.12** Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:
- 5.12.1** The teacher shall submit an application for the One-Semester Permit.
- 5.12.1.1** The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.
- 5.12.1.2** The teacher shall provide verification of having been employed as the teacher of record for three years.
- 5.12.1.3** The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.

- 5.12.1.4 The teacher shall be employed as teacher of record.
- 5.12.1.5 The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.
- 5.13 Teachers employed under the One-Semester Permit shall not be deemed Highly Qualified for the semester employed.
- 5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.
- 5.15 The Standard/Professional teaching license shall be issued to the holder of the One-Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.
- 5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.
- 5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).
 - 5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.
 - 5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL TEACHING LICENSE

6.01 Requirements for a Standard/Professional teaching license are:

6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.

OR

6.01.1.1 Transcripts reflecting the completion of a Bachelor’s Degree (Master’s Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education,

ADE 261-7

For AR State Board of Education
For Final Approval
July 12, 2010

Council for Higher Education Accreditation or that is state approved.

- 6.01.2** Passing the required basic skills assessment (all parts),
 - 6.01.3** Passing the required content area assessment(s) for the specific licensure area and level sought,
 - 6.01.4** Passing the required pedagogical assessment(s),
 - 6.01.5** Successful completion of Induction (mentoring and performance assessment), and
 - 6.01.6** Successful ~~completion~~ clearance of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
 - 6.01.7** Successful clearance of the child maltreatment central registry check performed by the Arkansas Department of Human Services.
- 6.02** Candidates for a Standard/Professional teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 6.03** Candidates for a Standard/Professional teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:
- 6.03.1** Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.
 - 6.03.2** Successful completion of the state required specialty area assessment for Speech Pathology.
 - 6.03.3** Successfully clearing the required State Police, ~~and FBI, background checks.~~ and Child Maltreatment Central Registry background checks as required by law.
 - 6.03.4** Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.

6.04 Candidates for a Standard/Professional teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:

6.04.1 Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.3 Successful completion of the state required specialty area assessment.

6.04.4 Successfully clearing the required State Police, ~~and FBI, background checks,~~ and Child Maltreatment Central Registry background checks as required by law.

6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.

6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.

6.05.1 Completion of a program of study to include an internship in the teaching area.

6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/PROFESSIONAL TEACHING LICENSE

7.01 The standard/professional teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The standard/professional teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The standard/professional teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

- 7.04 The standard/professional teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.
- 7.05 Additional areas and levels of licensure may be added to the Standard/Professional teaching license.
- 7.06 The beginning and expiration dates of a Standard/Professional teaching license shall not change upon adding licensure areas or advanced degrees.
- 7.07 The degree a teaching license is based upon shall be reflected on the Standard/Professional teaching license.
- 7.08 Advanced degrees shall not be reflected on the Standard/Professional teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation or be state approved.
- 7.09 ~~Teachers licensing by reciprocity with less than one year of teaching experience who hold a Standard/Professional teaching license shall participate in the Mentoring component of Induction in their first year as the teacher of record.~~
 - 7.09.1 ~~The performance assessment is not required of these individuals.~~

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

- 8.01 A one-year (1084) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:
 - 8.01.1 All required subject-specific and pedagogical assessments, and/or
 - 8.01.2 A three-credit-hour Arkansas History course when required.
- 8.02 A one-year (1084) non-renewable provisional teaching license shall be issued upon providing the following documentation.
 - 8.02.1 A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;

- 8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);
- 8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);
- 8.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.
- 8.02.5 Score report reflecting successful completion of the state required basic skills assessment (all parts); and
- 8.02.6 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

- 9.01 The one-year (1084) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:
 - 9.01.1 A completed application for licensure requesting conversion of the provisional license;
 - 9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or
 - 9.01.3 Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

- 10.01 All **Novice Teachers** employed as teacher-of-record ~~in an Arkansas public school or agency~~ in a traditional P-12 setting shall participate in Induction for no less than one year. ~~and no more than three years.~~
- 10.02 Induction includes mentoring, and successful completion of the state mandated performance assessment.
- 10.03 The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

10.04 All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher-of-record shall:

10.04.1 Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year,

10.04.2 Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in content area and level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.

10.04.3 Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year,

10.04.4 Assign only one novice teacher per mentor teacher unless ~~the mentor is given released time from other contract duties (the equivalent of one instructional period per additional novice teacher assigned to a single mentor)~~ preapproved by the ADE to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.

10.04.5 Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year, ~~appoint an Induction Project Director at the school district by August 1 of each year,~~ who will act as the liaison for the program to ADE.

10.04.5.1 Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,

10.04.6 Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,

10.04.7 Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and

- 10.04.8** Submit the End-of-Year Budget Report Form on-line, reflecting Induction expenditures, no later than June 30th each year.
- 10.05** For the teacher to be eligible for the Standard/Professional Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.
- 10.06** Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.
- 10.06.1** To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.
- 10.07** All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.
- 10.07.1** Implementation of the district mentoring plan shall include
- 10.07.1.1** Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and
- 10.07.1.2** Providing a trained certified_mentor for each novice teacher.
- 10.07.2** Support includes:
- 10.07.2.1** Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,
- 10.07.2.2** Assisting the novice and mentor to schedule focused observations and professional development activities, and
- 10.07.2.3** Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.
- 10.07.3** The quality of the District Induction Program is assessed by monitoring.
- 10.07.3.1** A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.
- 10.07.3.2** The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.

- 10.07.4** All ~~mentoring~~ observation documents shall be collected by the Project Director.
- 10.07.4.1** At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.
- 10.08** Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.
- 10.09** School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.
- 10.10** Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.
- 10.10.1** All observations, both formal and informal, shall be noted ~~on forms~~ as designated by the Arkansas Department of Education.
- 10.11** Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.
- 10.11.1** If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.
- 10.12** Performance Assessment School districts shall:
- 10.12.1** Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.
- 10.12.2** Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.
- 10.12.3** Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.
- 10.12.4** Not dictate when the novice teacher takes the performance assessment; and

- 10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.
- 10.12.6 ~~Provide released time for the novice teacher to participate in the performance assessment for Standard licensure~~

10.13 Novice

- 10.13.1 A novice teacher applying for the performance assessment must teach in ~~an~~ a traditional Arkansas public or private school in grades P-12
- 10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.
- 10.13.3 Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)
- 10.13.4 A novice teacher may have an instructional aide (non licensed teacher-~~license~~) present in the room if he or she is normally scheduled to be present and does not contribute to class discipline.
- 10.13.5 Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.
- 10.13.6 A novice teacher may re-take the performance assessment each semester until the three year license expires.
- 10.13.7 Arkansas Department of Education Office of Teacher Quality will fund the first ~~two~~ attempts to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.
- 10.13.8 The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.
- 10.13.9 If a novice whose ~~teacher's~~ Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.

10.13.9.1 The novice teacher must take the performance assessment within that six month window.

10.13.9.2 The novice teacher will incur the cost of the performance assessment plus a financial penalty.

10.13.9.3 If the novice teacher is not successful at the performance assessment within the six months, the novice

teacher will not be allowed another opportunity. This results in the permanent loss of licensure.

~~10.14 School districts shall release Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.~~

10.14 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

10.14.1 Failure to register all novice teachers with the Office of Teacher Quality, and/or

10.14.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

10.14.3 Failure to submit all appropriate documentation.

10.15 Project Director's Stipend

10.15.1 As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the district.

~~10.15.2 Stipends will be issued after there is assurance that the Project Director has completed requirements for submitting the End of Year Budget Report to the ADE Office of Teacher Quality.~~

11.00 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the office of Professional Licensure and appropriate fee.

11.01.1 A duplicate license will be issued only for a license that is current.

11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

- 11.03** 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.
- 11.04** Teachers holding a provisional or initial teaching license who have never completed a Child Maltreatment Central Registry check shall do so at the conversion, of their provisional or initial teaching license to the standard teaching license.

Agency	Purpose of Grant	Amount
Batesville School District	direct services/center	\$ 97,200.00
Conway School District	direct services/center	\$ 97,200.00
Fort Smith Public Schools	direct services/center	\$ 87,480.00
Huntsville School District	direct services/center	\$ 102,200.00
Arkansas State University Childhood Services	Monitoring/Technical Assistance	\$ 3,900,000.00
Arkansas Children's Hospital	Professional Development	\$ 217,000.00
Dawson Education Service Cooperative	Professional Development	\$ 83,000.00
Early Childhood Services	Professional Development	\$ 15,000.00
OUR Education Cooperative	Professional Development	\$ 35,000.00
University of Arkansas Fayetteville	Professional Development	\$ 800,000.00
University of Arkansas Fort Smith	Professional Development	\$ 215,000.00
Arkansas Children's Hospital HIPPY	Monitoring/Technical Assistance	\$ 390,000.00
Jefferson Comprehensive Care PAT	Monitoring/Technical Assistance	\$ 69,000.00
Siloam Springs School District	Quality Grant	\$ 1,200.00
Mansfield ABC	Quality Grant	\$ 800.00
Lincoln School District	Quality Grant	\$ 800.00
R & J's Preschool	Quality Grant	\$ 800.00
TOTAL		\$ 6,111,680.00

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY10**

	FY10 APPROVED BUDGET 6/08/09	FY10 PROPOSED BUDGET 06-30-10	CHANGE
	\$	\$	\$
ACADEMIC IMPROVEMENT TRAINING	500,000	500,000	-
SMART START PROMOTIONAL ITEMS			
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	15,000,000	15,000,000	-
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	19,968,837	20,529,609	560,772
ALTERNATIVE PAY	2,500,000	-	(2,500,000)
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	24,873,328	18,763,317	(6,110,011)
ARK TEACHER HOUSING DEV FOUNDATION	100,000	100,000	-
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	125,000	100,000	(25,000)
ASSESSMENT/END OF COURSE TESTING	23,887,747	19,787,747	(4,100,000)
AT RISK	5,118,030	5,118,030	-
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
CERTIFIED SPEECH - LANGUAGE PATHOLOGIST	2,500,000	-	(2,500,000)
CONSOLIDATION INCENTIVE	5,210,100	1,395,233	(3,814,867)
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
ADDITIONAL BASE FUNDING			
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	1,200,000	1,200,000	-
COORDINATED SCHOOL HEALTH	3,000,000	1,900,000	(1,100,000)
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	50,000	5,000	(45,000)
DEBT SERVICE FUNDING SUPPLEMENT	28,455,384	28,455,384	-
DECLINING ENROLLMENT DISTRICTS	20,476,533	17,083,250	(3,393,283)
DEPT OF CORRECTION	5,447,675	5,447,675	-
DISTANCE LEARNING	500,000	400,000	(100,000)
DISTANCE LEARNING DEMONSTRATION PROJECT	6,000,000	5,950,000	(50,000)
DISTANCE LEARNING OPERATING GRANTS	10,331,400	9,777,826	(553,574)
DISTRESSED SCHOOL DISTRICT SUPPORT	450,000	50,000	(400,000)
EARLY CHILDHOOD SPECIAL EDUC	15,623,079	15,623,079	-
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	10,231,111	9,411,183	(819,928)
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,451,354	1,451,354	-
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTENSIVE SCHOOL SUPPORT	320,000	-	(320,000)
INTERNATIONAL BACCALAUREATE PROGRAM	75,000	75,000	-
INTERVENTION BLOCK GRANTS	227,000	227,000	-
ISOLATED FUNDING	7,896,000	3,485,235	(4,410,765)
MASTER PRINCIPAL BONUS	90,000	75,000	(15,000)
NAT BD PROF TEACHING STANDARDS	7,475,840	7,275,840	(200,000)
NATIONAL SCHOOL LUNCH STUDENT FUNDING	161,866,532	161,448,823	(417,709)
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	2,063,524	2,063,524	-
PROFESSIONAL DEVELOPMENT FUNDING	23,076,951	23,052,341	(24,610)
PUBLIC SCHOOL EMPLOYEES INSURANCE	37,273,600	36,373,600	(900,000)
PYGMALION COMMISSION	40,000	40,000	-
RES CENTERS/JUVENILE DET	15,188,254	15,188,254	-
SCHOOL FACILITY JOINT USE SUPPORT	1,000,000	400,000	(600,000)
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	1,650,000	-
SCHOOL WORKER DEFENSE	390,000	300,000	(90,000)
SERIOUS OFFENDER PROGRAM	1,050,946	1,066,735	15,789
SMART CORE INCENTIVE FUNDING PROGRAM	3,000,000	-	(3,000,000)
SMART START/SMART STEP	10,457,160	9,957,160	(500,000)
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	4,145,285	4,145,285	-

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY10**

	FY10 APPROVED <u>BUDGET 6/08/09</u>	FY10 PROPOSED <u>BUDGET 06-30-10</u>	<u>CHANGE</u>
SPECIAL NEEDS ISOLATED	3,000,000	7,410,765	4,410,765
STATE FOUNDATION FUNDING AID	1,782,297,537	1,788,683,790	6,386,253
STUDENT GROWTH	48,337,856	28,480,965	(19,856,891)
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SURPLUS COMMODITIES	780,000	1,027,858	247,858
TEACHER LICENSURE / MENTORING	7,508,758	7,008,758	(500,000)
TEACHER RETIREMENT MATCHING	6,655,000	7,755,000	1,100,000
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	1,000,000	1,000,000	-
TRAVELING TEACHERS	500,000	50,000	(450,000)
URT ACTUAL COLLECTION ADJUSTMENT	25,367,101	34,300,000	8,932,899
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	<u>\$ 2,592,256,361</u>	<u>\$ 2,557,114,059</u>	<u>\$ (35,142,302)</u>
PROJECTED FUNDING			
GENERAL REVENUE	\$ 1,857,702,646	\$ 1,759,844,444	\$ (97,858,202)
EDUCATIONAL EXCELLENCE TRUST FUND	194,696,064	190,786,664	(3,909,400)
EDUCATIONAL ADEQUACY FUND	439,761,621	439,761,621	-
ERATE CREDIT	11,200,000	8,085,547	(3,114,453)
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS/DWS AFTER 2009	7,500,000	10,191,000	2,691,000
TRANSFER FROM DEPT OF EDUC FUND - HEALTH INITVE.	3,180,000	3,180,000	-
TRANSFER FROM GEN REV ALLT RES - AT RISK	3,500,000	3,500,000	-
TRANSFER FROM EDUCATIONAL FACILITIES PARTNERSHIP		16,931,102	16,931,102
TRANSFER FROM DEPT OF EDUC FUND - FY10 FINAL ADJ		1,000,000	1,000,000
TRNSFR FROM EDUC REVOLVING LOAN CERT FUND FY10 FINAL ADJ		2,000,000	2,000,000
TRNSFR FROM EDUC BLDG REV BOND FUND - FY10 FINAL ADJ		967,671	967,671
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
FUND BALANCE	3,991,658	50,141,638	46,149,980
TOTAL PROJECTED FUNDING	<u>\$ 2,592,256,361</u>	<u>\$ 2,557,114,059</u>	<u>\$ (35,142,302)</u>

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY11**

	FY10 APPROVED BUDGET 06-30-10	FY11 INITIAL BUDGET	CHANGE
ACADEMIC IMPROVEMENT TRAINING	\$ 500,000	\$ -	\$ (500,000)
ADDITIONAL PUBLIC SCH EMPLOYEE HEALTH INSURANCE	15,000,000	15,000,000	-
ADVANCED PLACEMENT INCENTIVE	825,000	825,000	-
ALTERNATIVE LEARNING	20,529,609	20,529,609	-
ALTERNATIVE PAY	-	807,907	807,907
ARK LEADERSHIP ACADEMY - MASTER PRINCIPAL	500,000	500,000	-
ARK PUBLIC SCHOOL COMPUTER NETWORK	18,763,317	23,040,027	4,276,710
ARK TEACHER HOUSING DEV FOUNDATION	100,000	-	(100,000)
ARKANSAS EASTER SEALS	193,113	193,113	-
ARKANSAS TEACHER OF THE YEAR	100,000	100,000	-
ASSESSMENT/END OF COURSE TESTING	19,787,747	22,401,677	2,613,930
AT RISK	5,118,030	1,688,530	(3,429,500)
BETTER CHANCE GRANTS	111,000,000	111,000,000	-
CERTIFIED SPEECH - LANGUAGE PATHOLOGIST	-	-	-
CONSOLIDATION INCENTIVE	1,395,233	9,415,127	8,019,894
CONTENT STANDARDS AND CURRICULUM FRAMEWORKS	50,000	50,000	-
CONTENT STANDARDS REVISION	161,000	161,000	-
COOP ED TECH CENTERS OPERATIONS	1,200,000	-	(1,200,000)
COORDINATED SCHOOL HEALTH	1,900,000	2,000,000	100,000
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
CRIMINAL BACKGROUND CHECKS	5,000	25,000	20,000
DEBT SERVICE FUNDING SUPPLEMENT	28,455,384	28,455,384	-
DECLINING ENROLLMENT DISTRICTS	17,083,250	13,963,389	(3,119,861)
DEPT OF CORRECTION	5,447,675	5,597,675	150,000
DISTANCE LEARNING	400,000	-	(400,000)
DISTANCE LEARNING DEMONSTRATION PROJECT	5,950,000	4,760,000	(1,190,000)
DISTANCE LEARNING OPERATING GRANTS	9,777,826	7,575,000	(2,202,826)
DISTRESSED SCHOOL DISTRICT SUPPORT	50,000	50,000	-
EARLY CHILDHOOD SPECIAL EDUC	15,623,079	15,623,079	-
ECONOMIC EDUCATION	350,000	350,000	-
EDUC SERVICE COOPERATIVES	6,129,270	6,129,270	-
ENGLISH LANGUAGE LEARNERS	9,411,183	10,144,383	733,200
GENERAL FACILITIES FUNDING	8,100,000	8,100,000	-
GIFTED & TALENTED	1,451,354	1,085,381	(365,973)
GRANTS TO SCHOOL DISTRICTS	67,856	67,856	-
HIGH PRIORITY DISTRICT TEACHER RECRUIT/RET INCTV	2,100,000	2,100,000	-
HOME SCHOOL TESTING	250,000	250,000	-
HUMAN DEVELOPMENT CTR EDUC AID	526,150	526,150	-
INTERNATIONAL BACCALAUREATE PROGRAM	75,000	-	(75,000)
INTERVENTION BLOCK GRANTS	227,000	227,000	-
ISOLATED FUNDING	3,485,235	7,896,000	4,410,765
MASTER PRINCIPAL BONUS	75,000	90,000	15,000
NAT BD PROF TEACHING STANDARDS	7,275,840	9,106,160	1,830,320
NATIONAL SCHOOL LUNCH STUDENT FUNDING	161,448,823	170,778,746	9,329,923
NON - TRADITIONAL LICENSURE GRANTS	50,000	50,000	-
OFFICE OF EDUCATION RENEWAL ZONES	2,063,524	1,493,782	(569,742)
PROFESSIONAL DEVELOPMENT FUNDING	23,052,341	23,171,500	119,159
PUBLIC SCHOOL EMPLOYEES INSURANCE	36,373,600	37,273,600	900,000
PYGMALION COMMISSION	40,000	-	(40,000)
RES CENTERS/JUVENILE DET	15,188,254	15,188,254	-
SCHOOL FACILITY JOINT USE SUPPORT	400,000	500,000	100,000
SCHOOL FOOD - LEGISLATIVE AUDIT	75,000	75,000	-
SCHOOL FOOD SERVICES	1,650,000	-	(1,650,000)
SCHOOL WORKER DEFENSE	300,000	-	(300,000)
SERIOUS OFFENDER PROGRAM	1,066,735	1,050,946	(15,789)
SMART CORE INCENTIVE FUNDING PROGRAM	-	-	-
SMART START/SMART STEP	9,957,160	8,457,160	(1,500,000)
SPECIAL ED - CATASTROPHIC	11,000,000	11,000,000	-
SPECIAL EDUCATION SERVICES	4,145,285	1,145,285	(3,000,000)
SPECIAL NEEDS ISOLATED	7,410,765	3,000,000	(4,410,765)
STATE FOUNDATION FUNDING AID	1,788,683,790	1,813,597,668	24,913,878
STUDENT GROWTH	28,480,965	28,500,000	19,035

**ARKANSAS DEPARTMENT OF EDUCATION
PUBLIC SCHOOL FUND BUDGET FY11**

	FY10 APPROVED BUDGET 06-30-10	FY11 INITIAL BUDGET	CHANGE
SUPPLEMENTAL MILLAGE INCENTIVE FUNDING	10,000,000	10,000,000	-
SURPLUS COMMODITIES	1,027,858	780,000	(247,858)
TEACHER LICENSURE / MENTORING	7,008,758	5,008,758	(2,000,000)
TEACHER RETIREMENT MATCHING	7,755,000	6,655,000	(1,100,000)
TECHNOLOGY GRANTS	3,602,678	3,602,678	-
TECHNOLOGY IMPROVEMENTS	1,000,000	500,000	(500,000)
TRAVELING TEACHERS	50,000	-	(50,000)
URT ACTUAL COLLECTION ADJUSTMENT	34,300,000	34,500,000	200,000
WORKERS COMPENSATION	450,000	450,000	-
YOUTH SHELTERS	165,000	165,000	-
ARKANSAS / STRIVE TRANSFER	200,000	200,000	-
REAL PROPERTY REAPPRAISAL COSTS TRANSFER	10,830,000	10,830,000	-
SURETY BOND TRANSFER	85,000	85,000	-
TOTAL PUBLIC SCHOOL FUND	\$ 2,557,114,059	\$ 2,587,706,466	\$ 30,592,407
PROJECTED FUNDING			
GENERAL REVENUE	\$ 1,759,844,444	\$ 1,849,659,072	\$ 89,814,628
EDUCATIONAL EXCELLENCE TRUST FUND	190,786,664	179,182,166	(11,604,498)
EDUCATIONAL ADEQUACY FUND	439,761,621	462,761,621	23,000,000
ERATE CREDIT	8,085,547	11,200,000	3,114,453
TRANSIT TAX 949 OF 2001	910,000	910,000	-
TANF TRANSFER FROM DHS/DWS AFTER 2009	10,191,000	7,500,000	(2,691,000)
TRANSFER FROM DEPT OF EDUC FUND - HEALTH INITVE.	3,180,000		(3,180,000)
TRANSFER FROM GEN REV ALLT RES - AT RISK	3,500,000		(3,500,000)
TRANSFER FROM EDUCATIONAL FACILITIES PARTNERSHIP	16,931,102		(16,931,102)
TRANSFER FROM DEPT OF EDUC FUND - FY10 FINAL ADJ	1,000,000		(1,000,000)
TRNSFR FROM EDUC REVOLVING LOAN CERT FUND FY10 FIM	2,000,000		(2,000,000)
TRNSFR FROM EDUC BLDG REV BOND FUND - FY10 FINAL AD	967,671		(967,671)
COURT ORDERED DESEGREGATION	69,814,372	69,814,372	-
FUND BALANCE - BETTER CHANCE		6,679,235	6,679,235
FUND BALANCE	50,141,638		(50,141,638)
TOTAL PROJECTED FUNDING	\$ 2,557,114,059	\$ 2,587,706,466	\$ 30,592,407



KIPP: DELTA PUBLIC SCHOOLS

CENTRAL OFFICE
415 Ohio Street
Helena-West Helena
Arkansas, 72342
Phone: 870.753.9035
Fax: 870.753.9440
www.kippdelta.org

June 29, 2010

Dr. Mary Ann Duncan
Charter School Program Director
Arkansas Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201

Dear Dr. Duncan and State Board of Education,

We are requesting a few minor changes to our charter and license agreements. After eight years of operation and expansion in Arkansas, there is a need to modify and clarify some of the original language in our applications.

Please consider this a request for State Board of Education review and approval of the KIPP Delta Public Schools charter amendments enclosed.

Sincerely,

Scott Shirey
Executive Director

KIPP DELTA
COMMUNITIES
HELENA-WEST
HELENA
BLYTHEVILLE

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JUN 29 2010

CHARTER SCHOOL OFFICE



KIPP: DELTA PUBLIC SCHOOLS

415 Ohio Street
Helena-West Helena
Arkansas, 72342
Phone: 870.753.9035
Fax: 870.753.9440
www.kippdelta.org

Charter Amendments
July 12, 2010

Board of Directors

As KIPP Delta Public Schools has expanded in scope and in geography, we recognize the need to modify our governance structure to best serve students in the Helena and Blytheville Open-Enrollment Charter Schools. We are requesting that the language below replace the language in the original charter. This language is consistent with language that was already approved for the Blytheville license.

KIPP Delta schools will fall under the governance of the KIPP Delta Board of Directors. The Board of Directors will incorporate local representation for Helena and Blytheville into the Board to ensure the community has substantive access to KIPP Delta's Board. Furthermore, Board meetings will rotate location to further ensure that all communities it serves will be treated equitably.

Roles & Responsibilities

The KIPP Delta Board will be responsible for the following activities:

- *Evaluation: The board will conduct an annual performance review of the Executive Director based on test results, financial reports, and feedback from other members of the management team.*
- *Fiscal Oversight: The Finance committee of the board will meet monthly to review and take action to approve school and central office financials. The committee chair will make monthly reports to the full KIPP Delta board to ensure good fiscal management.*
- *Region-wide fundraising: Board members will help connect KIPP Delta to individuals, corporations and foundations that can provide financial support. The fundraising committee will meet monthly to plan special events, review donor prospect research, and execute the cluster fundraising strategy.*
- *Decision-Making: Board members will engage in strategic decisions affecting regions and schools.*
- *Progress Towards Goals: Board members will ensure that the school adheres to the goals outlined in this charter, as well as state guidelines and other KIPP Delta Public School policies.*

Board Composition & Structure

- *The KIPP Delta board will consist of approximately twelve to fifteen members who will be selected according to KIPP Delta's by-laws.*

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CHARTER SCHOOL OFFICE

- *At least two slots will be filled by members from the local communities. Members will primarily be recruited from within Arkansas to fill the remaining slots. It is vitally important that new members are well connected and can assist KIPP Delta in a variety of ways during this expansion period.*
- *The executive level of the Board will include a President, Vice President, Secretary, and Treasurer.*
- *Board members will each belong to a standing committee of three to four members that will meet monthly. Standing committees will include Finance, Governance, and Development. The full board will meet quarterly, at which time committee chairs will report on the status of their committee's activities.*

Site-Level Advisory Council

Helena will also have one advisory council consisting of members recruited from the local community. The main responsibilities of council members are to:

- *Serve as liaisons between the community and the school to ensure community voices are heard.*
- *Serve as advocates and representatives for the schools in the community.*
- *Fundraise.*
- *Assist with student and teacher recruitment as requested by School Director.*
- *Contribute expertise, where appropriate.*

In addition to the language changes, KIPP Delta is requesting the following waiver to support the revised governance structure:

6-13-619 (a)(1)- Monthly Board Meetings. KIPP Delta Public Schools requests to have quarterly board meetings with monthly committee meetings.

This structure will allow us to attract top quality board members while serving both our Helena and Blytheville campuses equally. A strong regional board is required to ensure that KIPP quality is maintained regardless of geographic location.

Academic Program

KIPP Delta Public Schools is requesting three changes to the academic program.

1. KIPP Delta wishes to have the flexibility to end extended day at 4:00 or 5:00. The addition of our elementary school in Helena, longer bus routes, and a more robust after school program with sports and activities has caused us to need an earlier bus route. We do not feel that this will decrease academic time or support in any capacity. In fact, it will allow more students to participate in

after school tutoring, athletics, and activities. This change is requested for KIPP Delta and KIPP Blytheville. Although the Blytheville school will go to 5:00, it requests the flexibility to change in the future as it too expands.

2. KIPP Delta wishes to provide the option of allowing its 6th, 7th, and 8th grade students to take Algebra and 7th and 8th grade students to take Geometry. These classes should count for high school credit as the coursework will align with the appropriate curriculum frameworks for secondary credit. Students who take these courses will be accountable to the EOC exams as well as the Benchmark. The original charter language only provides for Algebra at the 8th grade level. KIPP Delta also requests to teach Physical Science at 8th grade for high school credit. This move will allow more students to take AP science courses at the high school level. This change is requested for KIPP Delta and KIPP Blytheville.

Admission Overview

KIPP Delta Public Schools has discovered the need to update its admission procedures to reflect current law and to clarify the process for families. This change is requested for both KIPP Delta and KIPP Blytheville.

Admission Overview

Admission to KIPP Delta Public Schools will be a cooperative decision between students, parents, and teachers. Students and parents must choose to enroll in the school instead of remaining at the zoned public school. The school encourages and motivates the students and their families to view an intense academic commitment as their key to the future. Students, parents, and teachers will be expected to sign KIPP Delta Public Schools' Commitment to Excellence Form. This document addresses the areas of attendance, homework, behavior, and academics. In accordance with all federal and state laws, no student will be denied admission to the school based on race, ethnicity, national origin, gender, or disability.

Siblings of students who attend KIPP Delta Public Schools will be given first priority to attend the school. Siblings are defined as "brothers and sisters or half-brothers and half-sisters who have a common residence." Students will be able to withdraw from the school at any point in time and return to their local resident public school or any other school to which they are granted admission. Upon notification of student withdrawal, KIPP Delta Public Schools will immediately notify the appropriate local board of education in which the student resides.

KIPP Delta Public Schools will take the following steps to ensure that the school's population will reflect the student population of the local district:

- *Post flyers and notices in local supermarkets, churches, community centers, and apartment complexes*
- *Visit local organizations in each neighborhood*
- *Visit and explain to prospective students and their families the purpose of the school*
- *Conduct parental information sessions to elaborate on the commitment involved with attending KIPP Delta Public Schools*
- *Canvass neighborhoods to further reach interested families*

Admissions process and timetable

New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapping condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

KIPP Delta Public Schools staff will accept applications until a lottery is held in early June. During the application period, interested families will be able to meet with KIPP Delta Public Schools staff and review the expectations of the school. The school will admit no pupils, with the exception of siblings, until the application period has ended and the lottery has been conducted. If the number of students applying is fewer than the number of available spots that year, the school will accept all applicants and may accept applications and enroll additional students until the available spots are filled.

If the number of applicants to the school exceeds the school's capacity to serve them, the school will use a random lottery to determine who is accepted and the order of the waiting list. The total number of students admitted to the schools (K-12) will not exceed 1170 in Helena (360 in Blytheville) without formally amending this charter.

The above procedures will also be followed to fill vacant seats in all grades.

Waivers

KIPP Delta requests that the following waivers be removed as they are no longer applicable or useful.

- 6-17-919 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.
- 6-17-1001 Minimum base salary – Master's degree. The proposed KIPP salary schedule will exceed the Arkansas minimum salary schedules for all classifications.

6-17-1002 Salary amount – Annual Review. The proposed KIPP salary schedule will continue to meet or exceed state salary schedules for like positions.

KIPP Delta requests that the following waivers be added or amended as a need had developed.

6-13-619 (a)(1) Monthly Board Meetings. KIPP Delta Public Schools requests to have quarterly board meetings with monthly committee meetings. A standing finance committee will meet monthly to review financial reports and address financial management issues, to include both short and long-term financial planning and compliance issues, and will report back to the full Board.

Justification: Further information is detailed above in the revised Board section.

6-15-902 Grading scale – Exemptions – Special education classes. We plan to use the grading scale described by 6-15-902, but request to remain as flexible as possible in this area.

Justification: The initial request was approved for non-core courses only. KIPP Delta again requests the flexibility to apply this to core courses. Our high school in particular would like to raise the standards. “Ds” are certainly not acceptable at rigorous college preparatory programs and 60% should not constitute mastery of a subject area. The scale would remain the same for “As”, “Bs”, and “Cs”, but eliminate the D, making a 69 and below an F. Students are motivated to work harder when they know that they can not get by with a 60% and must receive a 70% to pass a course. We believe this will raise standards on our campus. We also will keep all the supports in place that has defined KIPP over the years to avoid driving away struggling students. Students will have mandatory tutoring after school, access to all their teachers’ cell phone numbers, Saturday remediation, and the ability to make up courses and course work for credit. With this revised model, students will be less likely to slip through the cracks and graduate unprepared for college.

6-17-114 Daily planning period. While it is the intent to provide adequate planning time, the school requests greater flexibility than what is in the code.

Justification: This was in the Blytheville license and we are asking to add this to the original charter as well.



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 25, 2010

State Board
of Education

Mr. Scott Shirey
KIPP Delta Public Schools
215 Cherry St
Helena, AR 72342

Dr. Naccaman Williams
*Springdale
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Re: Notice of State Board Meeting

Sherry Burrow
Jonesboro

Dear Mr. Shirey,

Brenda Gullett
Fayetteville

This letter is to inform you that your request for a hearing regarding KIPP Delta Public Schools will be considered at the State Board of Education's meeting on July 12, 2010. The meeting is scheduled to begin at 9:00 a.m., and will be held in the auditorium of the Arch Ford Education Building at Four Capitol Mall in Little Rock.

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Please ensure that you have all the necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Mary Ann Duncan, Ed.D.".

Mary Ann Duncan, Ed.D.
Charter Schools, Program Coordinator

MAD/jf

c/c: Jeremy Lasiter, General Counsel

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

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ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 28, 2010

**State Board
of Education**

Dr. Naccaman Williams
*Springdale
Chair*

Jim Cooper
*Melbourne
Vice Chair*

Sherry Burrow
Jonesboro

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Mr. Earl Glass, Director
Hope Academy Charter School
P.O. Box 8251
Pine Bluff, AR 71611-8251

Dear Mr. Glass:

This letter is to notify you that the State Board of Education will be considering an agenda item concerning the Hope Academy Charter School at the regularly scheduled meeting of the State Board on July 12, 2010. In considering this agenda item, the State Board may consider the possibility of acting on Hope Academy Charter School's open-enrollment charter pursuant to Ark. Code Ann. § 6-23-105. The possible actions allowed by the statute include the State Board placing the school on probation, modifying the open-enrollment charter, and revoking the charter.

The reason for this potential action by the State Board is that Hope Academy allegedly committed a material violation of its approved charter, failed to satisfy generally accepted accounting standards of fiscal management, failed to comply with Title 6, Chapter 23 of the Arkansas Code or other applicable laws or regulations, and/or failed to meet appropriate and relevant fiscal performance criteria. See Ark. Code Ann. § 6-23-105 (a). The State Board may take action up to and including revocation of the Hope Academy charter. Specifically, Hope Academy's National School Lunch and Breakfast programs have been terminated, and it owes a significant debt to ADE's Child Nutrition Unit for overpayment of claims.

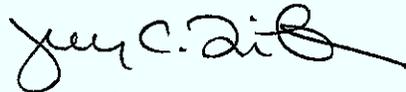
Information or documents that you wish to submit for the State Board's consideration, including plans for immediately resolving the School's current fiscal situation, complying with its approved charter, and remaining in compliance with all fiscal laws and charter requirements in the future, must be received in my office no later than 12:00 noon on July 9, 2010.

The meeting will begin at 9:00 a.m. July 12, 2010, in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, Arkansas. Representatives of the Hope Academy Charter School should be in attendance at the meeting to answer questions and submit a response to members of the State Board.

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

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

Sincerely yours,

A handwritten signature in black ink, appearing to read "Jeremy C. Lasiter". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jeremy Lasiter
General Counsel

JL/mw

cc: Mr. Henry Hellums, President, There is Hope for the Children, Inc.
State Board of Education
Dr. Tom Kimbrell, Commissioner of Education
Mr. Bill Goff, Assistant Commissioner, Fiscal and Admin. Services
Dr. Laura Bednar, Assistant Commissioner, Learning Services
Dr. Mary Ann Duncan, Charter School Program Coordinator

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Pulaski	Academics Plus	6040700				
		6040702	Academics+ Middle Sch	A		
		6040703	Academics+ HS	A		
Crawford	Alma	1701000				
		1701001	Alma Intermediate		C	
		1701002	Alma HS	A		
		1701003	Alma Middle School	A		
Boone	Alpena	501000				
		501001	Alpena Elem		C	
		501002	Alpena HS	A		
Pulaski	AR Virtual Academy	6043700				
		6043701	Arkansas Virtual Academy	A		
		6043702	Arkansas Virtual Academy JR	A		
Clark	Arkadelphia	1002000				
		1002006	Central Primary	A		
		1002007	Louisa Perritt Primary	A		
		1002008	Peake Elementary		C	
		1002009	Goza Middle	A		
Mississippi	Armored	4701000				
		4701001	Armored Elem			P
		4701002	Armored HS			P
Little River	Ashdown	4101000				
		4101001	L. F. Henderson Interm	A		
		4101002	C. D. Franks Elem Sch	A		
		4101003	Ashdown Junior HS	A		
		4101004	Ashdown HS	A		
		4101005	Margaret Daniels Primary	A		
Pope	Atkins	5801000				
		5801001	Atkins Elem Sch	A		
		5801002	Atkins HS	A		
		5801003	Atkins Middle Sch	A		
Woodruff	Augusta	7401000				
		7401001	Augusta Elem.		C	
		7401003	Augusta High			P
		7401007	Cotton Plant Elem.		C	
White	Bald Knob	7301000				
		7301001	H.L. Lubker Elem	A		
		7301003	Bald Knob HS	A		
Phillips	Barton-Lexa	5401000				
		5401002	Barton-Lexa Elem Sch		C	
		5401003	Barton-Lexa HS	A		
Independence	Batesville	3201000				
		3201001	Central Elem Sch		C	
		3201003	West Elem Sch		C	
		3201004	Batesville Junior HS	A		
		3201005	Batesville HS	A		
		3201009	Eagle Mountain Elem.		C	

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		3201042	Sulphur Rock Elementary		C	
Saline	Bauxite	6301000				
		6301001	Pine Haven Elementary	A		
		6301002	Bauxite High	A		
Craighead	Bay	1601000				
		1601001	Bay Elem	A		
		1601002	Bay HS	A		
Ouachita	Bearden	5201000				
		5201001	Bearden Elem	A		
		5201002	Bearden HS		C	
White	Beebe	7302000				
		7302008	Beebe Elem		C	
		7302009	Beebe Junior High Sch		C	
		7302010	Beebe HS		C	
		7302011	Beebe Middle Sch		C	
		7302013	Badger Elem		C	
		7302014	Beebe Early Childhood	A		
		7302703	Badger Academy	A		
Saline	Benton	6302000				
		6302006	Caldwell Elementary		C	
		6302007	Angie Grant Elementary	A		
		6302008	Perrin Elementary	A		
		6302009	Ringgold Elementary	A		
		6302010	Benton Junior High		C	
		6302011	Benton Middle Sch	A		
		6302012	Benton HS		C	
Benton	Benton Co S/A	440700				
		440701	Benton C. School of Arts	A		
		440703	NW Ark Acad FA HS			P
Benton	Bentonville	401000				
		401001	T Jefferson Elem	A		
		401002	Washington JRHS	A		
		401003	Bentonville HS		C	
		401004	R. E. Baker Elem	A		
		401005	Old High MS	A		
		401006	Sugar Creek Elem	A		
		401007	Apple Glen Elem	A		
		401008	Spring Hill MS	A		
		401009	Elm Tree Elem	A		
		401010	Lincoln JRHS	A		
		401011	M. M. Jones Elem	A		
		401012	Central Park @ Morningstar	A		
		401013	Ruth Hale Barker MS	A		
		401014	Centerton-Gamble Elem	A		
		401015	Cooper Elem	A		
Boone	Bergman	502000				
		502006	Bergman Elem Sch	A		
		502007	Bergman HS	A		
		502008	Bergman MS	A		
Carroll	Berryville	801000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		801001	Berryville Elem Sch	A		
		801002	Berryville HS		C	
		801003	Berryville Middle Sch		C	
Hot Spring	Bismarck	3001000				
		3001001	Bismarck Elem Sch	A		
		3001002	Bismarck Middle Sch	A		
		3001003	Bismarck HS	A		
Hempstead	Blevins	2901000				
		2901001	Blevins Elem Sch		C	
		2901002	Blevins HS			P 2
		2901013	Emmet Elem Sch	A		
		2901014	Emmet HS			P
Mississippi	Blytheville	4702000				
		4702006	Central Elem	A		
		4702007	Blytheville Kindergarten Ctr.		C	
		4702008	Blytheville Primary	A		
		4702011	Blytheville Int	A		
		4702012	Blytheville MS	A		
		4702013	Blytheville HS	A		
		4702703	Blytheville Charter	A		
Logan	Booneville	4201000				
		4201001	Booneville Elementary	A		
		4201002	Booneville High	A		
		4201003	Booneville Jr. High	A		
White	Bradford	7303000				
		7303014	Bradford Elem	A		
		7303015	Bradford HS	A		
LaFayette	Bradley	3701000				
		3701001	Bradley Elem		C	
		3701002	Bradley HS		C	
Monroe	Brinkley	4801000				
		4801001	C.B. Partee Elem.	A		
		4801003	Brinkley High	A		
Craighead	Brookland	1603000				
		1603006	Brookland Elem		C	
		1603007	Brookland HS	A		
		1603009	Brookland MS		C	
Saline	Bryant	6303000				
		6303020	Bryant Elementary		C	
		6303022	Bryant HS	A		
		6303023	Salem Elementary	A		
		6303024	Robert L. Davis Elementary		C	
		6303025	Springhill Elementary		C	
		6303026	Bryant Middle		C	
		6303027	Collegeville Elementary	A		
		6303028	Bethel MS		C	
		6303029	Hurricane Creek Elementary		C	
		6303036	Paron Elementary	A		
Craighead	Buffalo Island	1605000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		1605060	Buffalo Island Central West Elem	A		
		1605061	Buffalo Island East Elem	A		
		1605062	Buffalo Island Central JHS		C	
		1605063	Buffalo Island Central High	A		
Lonoke	Cabot	4304000				
		4304001	Eastside Elem	A		
		4304002	Central Elem	A		
		4304004	Cabot Jr. High South	A		
		4304005	Cabot High		C	
		4304006	Westside Elem	A		
		4304007	Southside Elem	A		
		4304008	Northside Elem	A		
		4304009	Ward Central	A		
		4304010	Middle Sch South	A		
		4304011	Cabot Jr. High North	A		
		4304012	Middle Sch North		C	
		4304013	Magness Creek Elem	A		
		4304014	Stagecoach Elem	A		
		4304703	Academic Center	A		
Montgomery	Caddo Hills	4901000				
		4901001	Caddo Hills Elementary Sch	A		
		4901003	Caddo Hills HS			P
Izard	Calico Rock	3301000				
		3301001	Calico Rock Elem Sch	A		
		3301002	Calico Rock HS		C	
Ouachita	Camden Fairview	5204000				
		5204021	Fairview Elem	A		
		5204023	Camden Fairveiw HS	A		
		5204025	Ivory Primary	A		
		5204026	Camden Fairview Int		C	
		5204028	Camden Fairview MS	A		
Lonoke	Carlisle	4303000				
		4303012	Carlisle Elem		C	
		4303013	Carlisle High		C	
Sharp	Cave City	6802000				
		6802001	Cave City Elem Sch	A		
		6802002	Cave City HS	A		
		6802005	Evening Shade Elem. Sch	A		
		6802007	Cave City Middle Sch	A		
		6802008	Cave City Intermediate	A		
Independence	Cedar Ridge	3212000				
		3212010	Cord-Charlotte Elem Sch	A		
		3212026	Newark Elem Sch		C	
		3212027	Cedar Ridge HS		C	
Crawford	Cedarville	1702000				
		1702008	Cedarville Elementary	A		
		1702009	Cedarville High School	A		
		1702010	Cedarville Middle School		C	
Pike	Centerpoint	5502000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		5502006	Centerpoint Primary Sch	A		
		5502008	Centerpoint Intermediate Sch	A		
		5502010	Centerpoint HS		C	
Franklin	Charleston	2402000				
		2402006	Charleston Elementary	A		
		2402007	Charleston High	A		
Monroe	Clarendon	4802000				
		4802008	Clarendon Elem.	A		
		4802010	Clarendon High	A		
Johnson	Clarksville	3601000				
		3601001	Pyron Elementary		C	
		3601002	Kraus Middle School	A		
		3601003	Clarksville Primary		C	
		3601004	Clarksville Jr. High	A		
		3601005	Clarksville High	A		
Cleveland	Cleveland Co	1305000				
		1305001	Kingsland Elem	A		
		1305009	Rison Elem	A		
		1305010	Rison HS	A		
Van Buren	Clinton	7102000				
		7102005	Cowsert Elem Sch	A		
		7102006	Clinton HS	A		
		7102007	Clinton Intermediate Sch	A		
		7102008	Clinton Jr. HS	A		
Cleburne	Concord	1201000				
		1201001	Concord Elem Sch	A		
		1201002	Concord HS	A		
Faulkner	Conway	2301000				
		2301001	Ida Burns Elementary	A		
		2301002	Sallie Cone Elementary	A		
		2301003	Ellen Smith Elementary	A		
		2301004	Carl Stuart Middle Sch	A		
		2301005	Conway HS East	A		
		2301006	Conway HS West	A		
		2301008	Julia Lee Moore Elem	A		
		2301009	Florence Mattison Elem	A		
		2301010	Marguerite Vann Elem	A		
		2301011	Jim Stone Elem	A		
		2301012	Theodore Jones Elem	A		
		2301013	Bob Courtway Middle	A		
		2301016	Ruth Doyle Interm	A		
		2301017	Ray & Phyllis Simon Interm	A		
		2301018	Woodrow Cummins Ele	A		
Clay	Corning	1101000				
		1101004	Corning HS	A		
		1101005	Central Elementary	A		
		1101006	Park Elementary	A		
Baxter	Cotter	302000				
		302006	Amanda Gist Elem Sch		C	
		302007	Cotter HS		C	

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Franklin	County Line	2403000				
		2403011	County Line Elementary	A		
		2403012	County Line High	A		
Pulaski	Covenant Keepers Charter	6044700				
		6044702	Covenant Keepers	A		
Cross	Cross County	1901000				
		1901004	Cross County High		C	
		1901006	Cross Co. Elem		C	
Ashley	Crossett	201000				
		201001	Crossett Elem Sch		C	
		201006	Crossett HS		C	
		201008	Crossett MS	A		
Garland	Cutter-Morning Star	2601000				
		2601001	Cutter-Morning Star Elem.	A		
		2601002	Cutter-Morning Star High			P
Yell	Danville	7503000				
		7503005	S. C. Tucker Elementary	A		
		7503006	Danville High	A		
		7503007	Danville Middle School	A		
Yell	Dardanelle	7504000				
		7504009	Dardanelle Elementary	A		
		7504010	Dardanelle Middle Sch	A		
		7504011	Dardanelle HS	A		
		7504013	Dardanelle Primary Sch	A		
Benton	Decatur	402000				
		402008	Decatur Elem	A		
		402009	Decatur HS	A		
		402010	Decatur MS	A		
Newton	Deer/Mt. Judea	5106000				
		5106001	Deer Elementary	A		
		5106002	Deer HS	A		
		5106009	Mt. Judea Elem Sch	A		
		5106010	Mt. Judea HS	A		
Pike	Delight	5501000				
		5501001	Delight Elem Sch	A		
		5501002	Delight HS		C	
Sevier	DeQueen	6701000				
		6701001	Dequeen Elem Sch	A		
		6701002	DeQueen Primary Sch	A		
		6701003	DeQueen HS	A		
		6701004	DeQueen Middle Sch	A		
		6701016	Lockesburg Elem Sch	A		
		6701017	Lockesburg HS	A		
Chicot	Dermott	901000				
		901001	Dermott Elem Sch	A		
		901003	Dermott HS	A		
Prairie	Des Arc	5901000				
		5901001	Des Arc Elem.		C	
		5901002	Des Arc High	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Arkansas	DeWitt	101000				
		101001	DeWitt Elem Sch		C	
		101003	DeWitt Middle Sch	A		
		101004	DeWitt HS		C	
Howard	Dierks	3102000				
		3102001	JoAnn Walters Elem Sch		C	
		3102002	Dierks HS	A		
Jefferson	Dollarway	3502000				
		3502005	Martin Elem Sch	A		
		3502006	Matthews Elem Sch	A		
		3502009	Dollarway Middle Sch			P 2
		3502010	Dollarway HS	A		
Pope	Dover	5802000				
		5802006	Dover HS	A		
		5802008	Dover Middle Sch	A		
		5802009	Dover Elem School		C	
Pulaski	Dreamland Academy	6042700				
		6042701	Dreamland Academy	A		
Drew	Drew Central	2202000				
		2202004	Drew Central Elem Sch	A		
		2202005	Drew Central HS		C	
		2202007	Drew Central MS	A		
Desha	Dumas	2104000				
		2104017	Central Elem Sch	A		
		2104018	Reed Elem Sch	A		
		2104020	Dumas Junior HS	A		
		2104021	Dumas HS	A		
Crittenden	Earle	1802000				
		1802005	Earle Elem		C	
		1802006	Dunbar Middle	A		
		1802007	Earle High			P 2
Perry	East End	5301000				
		5301001	Anne Watson Elem	A		
		5301002	Bigelow HS			P
Poinsett	East Poinsett Co	5608000				
		5608034	Lepanto Elem Sch	A		
		5608035	Tyronza Elem Sch	A		
		5608037	East Poinsett Co. HS	A		
Union	El Dorado	7001000				
		7001001	Hugh Goodwin Elem	A		
		7001004	Northwest Elem	A		
		7001005	Retta Brown Elem		C	
		7001009	Yocum Elem	A		
		7001010	Barton JHS	A		
		7001011	Washington MS		C	
		7001012	El Dorado HS		C	
		7001056	Union Elem		C	

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Washington	Elkins	7201000				
		7201001	Elkins Elem		C	
		7201002	Elkins HS		C	
		7201003	Elkins MS	A		
		7201004	Elkins Primary			P
Columbia	Emerson-Taylor	1408000				
		1408001	Emerson Elem	A		
		1408002	Emerson HS	A		
		1408018	Taylor Elem	A		
		1408019	Taylor HS	A		
Lonoke	England	4302000				
		4302017	England Elem		C	
		4302018	England High			P
Pulaski	E-Stem Elem. Charter	6045700				
		6045701	E-Stem Elem	A		
Pulaski	E-Stem HS Charter	6047700				
		6047703	E-Stem HS	A		
Pulaski	E-Stem MS Charter	6046700				
		6046702	E-Stem MS	A		
Carroll	Eureka Springs	802000				
		802006	Eureka Springs Elem Sch	A		
		802007	Eureka Springs HS	A		
		802008	Eureka Springs Middle Sch	A		
Washington	Farmington	7202000				
		7202005	G. Ledbetter Elem	A		
		7202006	Farmington HS		C	
		7202007	RG Lynch MS	A		
		7202008	JP Williams Elem		C	
		7202009	B Folsom Elem	A		
Washington	Fayetteville	7203000				
		7203010	Asbell Elem		C	
		7203012	Butterfield Elem		C	
		7203013	Happy Hollow Elem	A		
		7203015	Leverett Elem	A		
		7203016	Root Elem	A		
		7203017	Washington Elem	A		
		7203018	Ramay JRHS	A		
		7203019	Woodland JRHS	A		
		7203020	Fayetteville HS East	A		
		7203022	Holcomb Elem	A		
		7203023	Vandergriff Elem	A		
		7203024	McNair Elem		C	
		7203025	Holt MS	A		
		7203027	Owl Creek Elem		C	
Marion	Flippin	4501000				
		4501001	Flippin Elem Sch	A		
		4501002	Flippin HS			P 2
		4501003	Flippin Middle School			P
Dallas	Fordyce	2002000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		2002007	Fordyce HS		C	
		2002008	Fordyce Elem	A		
		2002009	Fordyce MS		C	
Little River	Foreman	4102000				
		4102008	Oscar Hamilton Elem Sch	A		
		4102010	Foreman HS		C	
Saint Francis	Forrest City	6201000				
		6201003	Central Elem	A		
		6201010	Forrest City Jr High	A		
		6201011	Forrest City HS			P
		6201012	Lincoln Middle		C	
		6201014	Stewart Elementary	A		
Sebastian	Fort Smith	6601000				
		6601001	Ballman Elementary	A		
		6601002	Barling Elementary	A		
		6601003	Beard Elementary	A		
		6601006	Bonneville Elementary	A		
		6601007	Carnall Elementary	A		
		6601008	Cavanaugh Elementary	A		
		6601010	Fairview Elementary	A		
		6601011	Howard Elementary	A		
		6601012	Raymond Orr Elementary	A		
		6601014	Albert Pike Elementary	A		
		6601016	Spradling Elementary	A		
		6601017	Sunnymeade Elementary	A		
		6601018	Sutton Elementary	A		
		6601019	Trusty Elementary	A		
		6601020	L.A. Chaffin Junior High	A		
		6601021	William O. Darby Jr. High	A		
		6601022	Dora Kimmons Jr. High	A		
		6601023	Ramsey Junior High	A		
		6601024	Northside High School	A		
		6601025	Southside High School	A		
		6601029	John P. Woods Elem.	A		
		6601030	Harry Morrison Elem.	A		
		6601031	Elmer H. Cook Elem.	A		
		6601032	Tilles Elementary	A		
		6601033	Euper Lane Elementary	A		
Miller	Fouke	4603000				
		4603009	Fouke Elem Sch	A		
		4603010	Fouke HS	A		
		4603011	Fouke MS Sch	A		
Garland	Fountain Lake	2602000				
		2602005	Fountain Lake Elem.	A		
		2602006	Fountain Lake High		C	
Miller	Genoa Central	4602000				
		4602005	Genoa Central Elem Sch	A		
		4602006	Genoa Central HS	A		
		4602007	Gary E. Cobb MS Sch	A		
Benton	Gentry	403000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		403013	Gentry Intern		C	
		403014	Gentry HS	A		
		403015	Gentry MS	A		
		403016	Gentry Primary		C	
Hot Spring	Glen Rose	3002000				
		3002007	Glen Rose Elem Sch	A		
		3002009	Glen Rose HS	A		
		3002010	Glen Rose Middle Sch	A		
Mississippi	Gosnell	4708000				
		4708028	Gosnell Elem		C	
		4708031	Gosnell HS	A		
Benton	Gravette	404000				
		404022	Gravette HS			P
		404023	G. Duffy Elem	A		
		404024	Gravette MS			P
		404025	Gravette Upper Elem	A		
Carroll	Green Forest	803000				
		803011	Green Forest Elem Sch	A		
		803012	Green Forest HS			P
		803013	Green Forest Inter.Sch	A		
Faulkner	Greenbrier	2303000				
		2303016	Greenbrier Eastside Elem	A		
		2303017	Greenbrier HS	A		
		2303018	Greenbrier Middle Sch	A		
		2303019	Greenbrier Westside Elem	A		
		2303020	Greenbrier Junior High	A		
		2303021	Wooster Elementary	A		
Greene	Greene Co Tech	2807000				
		2807004	Greene Co. Tech. Elem		C	
		2807007	Greene Co. Tech. Int	A		
		2807008	Greene Co. Tech. HS	A		
		2807009	Greene Co. Tech. JHS	A		
		2807010	Greene Co. Tech. Primary		C	
Washington	Greenland	7204000				
		7204027	Greenland Elem	A		
		7204028	Greenland HS	A		
		7204029	Greenland MS	A		
Sebastian	Greenwood	6602000				
		6602041	North Main Intermediate	A		
		6602042	Raymond Wells Jr. High	A		
		6602043	Greenwood High	A		
		6602044	Westwood Primary		C	
		6602045	East Hills Middle	A		
Clark	Gurdon	1003000				
		1003016	Gurdon Primary	A		
		1003017	Cabe Middle	A		
		1003018	Gurdon HS	A		
Faulkner	Guy-Perkins	2304000				
		2304021	Guy-Perkins Elem	A		
		2304022	Guy-Perkins HS	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Washington	Haas-Hall Academy	7240700				
		7240703	Haas-Hall Academy	A		
Sebastian	Hackett	6603000				
		6603047	Hackett Elementary	A		
		6603048	Hackett High	A		
Ashley	Hamburg	203000				
		203016	Allbritton Upper Elem Sch	A		
		203017	Hamburg Junior HS	A		
		203018	Hamburg HS	A		
		203019	Wilmot Elem Sch	A		
		203027	Portland Elem Sch	A		
		203028	Noble Lower Elem Sch	A		
Calhoun	Hampton	0701000				
		0701001	Hampton Elem	A		
		0701002	Hampton HS	A		
Ouachita	Harmony Grove	5205000				
		5205011	Sparkman Elem		C	
		5205012	Sparkman HS		C	
		5205028	Harmony Grove Elem	A		
		5205029	Harmony Grove HS	A		
Saline	Harmony Grove	6304000				
		6304029	Westbrook Elementary	A		
		6304030	Harmony Grove High		C	
		6304031	Harmony Grove Middle	A		
Poinsett	Harrisburg	5602000				
		5602005	Harrisburg Elementary		C	
		5602007	Harrisburg HS	A		
		5602008	Harrisburg Middle Sch		C	
Boone	Harrison	503000				
		503011	Eagle Heights Elem Sch	A		
		503012	Forest Heights Elem Sch	A		
		503013	Skyline Heights Elem.	A		
		503014	Woodland Heights Elem.	A		
		503015	Harrison Junior HS	A		
		503016	Harrison HS	A		
		503018	Harrison Middle Sch	A		
Sebastian	Hartford	6604000				
		6604051	Hartford Elementary	A		
		6604052	Hartford High	A		
Prairie	Hazen	5903000				
		5903011	Hazen Elem	A		
		5903012	Hazen High	A		
Cleburne	Heber Springs	1202000				
		1202005	Heber Springs Elem Sch	A		
		1202006	Heber Springs High Sch			P 2
		1202007	Heber Springs Middle Sch		C	
Pope	Hector	5803000				
		5803009	Hector Elem Sch	A		
		5803010	Hector HS		C	
Phillips	Helena/W.Helena	5403000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		5403011	Beech Crest Elem Sch	A		
		5403015	J. F. Wahl Elem Sch		C	
		5403016	West Side Elem Sch			P
		5403017	Woodruff Kindergarten	A		
		5403018	Miller Junior HS	A		
		5403019	Central HS		C	
Bradley	Hermitage	601000				
		601006	Hermitage Elem	A		
		601007	Hermitage HS			P 2
Sharp	Highland	6804000				
		6804009	Cherokee Elem Sch	A		
		6804010	Highland HS	A		
		6804011	Highland Middle Sch	A		
Lawrence	Hillcrest	3809000				
		3809014	Lynn Elem Sch		C	
		3809023	Hillcrest HS	A		
Hempstead	Hope	2903000				
		2903007	Wm J. Clinton Primary	A		
		2903008	Beryl Henry Upper Elem	A		
		2903011	Yerger Junior HS	A		
		2903012	Hope HS	A		
Jefferson	Hope Academy	3540700				
		3540702	Hope Academy MS	A		
Sevier	Horatio	6703000				
		6703012	Horatio Elem Sch	A		
		6703013	Horatio HS	A		
Garland	Hot Springs	2603000				
		2603011	Gardner Magnet		C	
		2603013	Summit School	A		
		2603015	Oaklawn Magnet	A		
		2603016	Park Magnet		C	
		2603020	Hot Springs Middle	A		
		2603021	Hot Springs High	A		
		2603023	Langston Magnet	A		
Lawrence	Hoxie	3804000				
		3804009	Hoxie Elem Sch	A		
		3804010	Hoxie HS			P
Saint Francis	Hughes	6202000				
		6202022	Mildred Jackson Elem		C	
		6202024	Hughes HS	A		
Madison	Huntsville	4401000				
		4401001	Watson Elem Sch	A		
		4401002	Huntsville Middle Sch	A		
		4401003	Huntsville HS			P
		4401004	Huntsville Intermediate Sch	A		
		4401011	St. Paul Elem Sch	A		
		4401012	St. Paul HS	A		
Lawrence	Imboden Charter	3840700				
		3840701	Imboden Area Charter Sch			P
Izard	Izard County Cons.	3306000				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		3306014	Izard Co Consolidated Elem		C	
		3306015	Izard Co Consolidated HS		C	
Jackson	Jackson Co.	3405000				
		3405019	Swifton Elementary	A		
		3405024	Tuckerman Elem Sch		C	
		3405025	Tuckerman HS	A		
Pulaski	Jacksonville Lighthouse Charter	6050700				
		6050701	Jacksonville Lighthouse Charter School	A		
Newton	Jasper	5102000				
		5102005	Jasper Elem Sch	A		
		5102006	Jasper HS			P
		5102007	Kingston Elem Sch	A		
		5102008	Kingston HS			P
		5102023	Oark Elemenatry Sch	A		
		5102024	Oark HS	A		
Garland	Jessieville	2604000				
		2604029	Jessieville Elem		C	
		2604030	Jessieville High	A		
		2604031	Jessieville Middle	A		
Craighead	Jonesboro	1608000				
		1608017	Math & Science Magnet	A		
		1608019	Visual & Performing Art Magnet	A		
		1608020	Health /Wellness Envi. Magnet	A		
		1608021	International Studies Magnet	A		
		1608022	Microsociety Magnet	A		
		1608023	Annie Camp JHS	A		
		1608024	Douglas Macarthur JHS	A		
		1608025	Jonesboro HS	A		
		1608026	Kindergarten Center	A		
Union	Junction City	7003000				
		7003027	Junction City Elem	A		
		7003028	Junction City HS	A		
Phillips	KIPP Delta Charter	5440700				
		5440701	KIPP Delta Elem.	A		
		5440702	KIPP Delta MS	A		
		5440703	KIPP Delta HS			P
Pike	Kirby	5503000				
		5503010	Kirby Elem Sch	A		
		5503011	Kirby HS	A		
Lafayette	Lafayette County	3704000				
		3704007	Lafayette Co Elem West	A		
		3704013	Lafayette County HS	A		
Garland	Lake Hamilton	2605000				
		2605033	Lake Hamilton Elem	A		
		2605034	Lake Hamilton High	A		
		2605035	Lake Hamilton Jr. High	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		2605036	Lake Hamilton Intermediate	A		
		2605037	Lake Hamilton Middle		C	
		2605038	Lake Hamilton Primary	A		
Chicot	Lakeside	903000				
		903007	Eudora Elem Sch	A		
		903015	Lakeside Lower Elem Sch	A		
		903016	Lakeside Upper Elem Sch	A		
		903017	Lakeside Middle Sch	A		
		903018	Lakeside HS	A		
Garland	Lakeside	2606000				
		2606039	Lakeside Primary	A		
		2606040	Lakeside Jr. High	A		
		2606041	Lakeside High	A		
		2606042	Lakeside Intermediate	A		
		2606043	Lakeside Middle	A		
Johnson	Lamar	3604000				
		3604018	Lamar Elementary	A		
		3604019	Lamar High	A		
		3604020	Lamar Middle	A		
Sebastian	Lavaca	6605000				
		6605056	Lavaca Elementary	A		
		6605057	Lavaca High		C	
		6605058	Lavaca Middle School		C	
Lawrence	Lawrence County	3810000				
		3810001	Black Rock Elementary	A		
		3810002	Black Rock HS	A		
		3810026	Walnut Ridge Elem Sch		C	
		3810027	Walnut Ridge HS	A		
Boone	Lead Hill	506000				
		506031	Lead Hill Elem Sch	A		
		506032	Lead Hill HS	A		
Lee	Lee County	3904000				
		3904005	Whitten Elem.	A		
		3904006	Anna Strong Middle	A		
		3904008	Lee HS			P 2
Washington	Lincoln	7205000				
		7205031	Lincoln Elem	A		
		7205032	Lincoln HS		C	
		7205033	Lincoln MS		C	
Pulaski	Lisa Academy	6041700				
		6041702	Lisa Academy Middle School	A		
		6041703	Lisa Academy HS	A		
Pulaski	Lisa Academy NLR	6048700				
		6048701	Lisa Academy NLR MS	A		
		6048702	Lisa Academy NLR HS	A		
Pulaski	Little Rock	6001000				
		6001001	Central HS		C	
		6001002	Hall HS		C	
		6001003	Mann Magnet		C	
		6001004	Metropolitan Vo-Tech	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		6001005	Parkview Magnet		C	
		6001006	Booker Arts Elem	A		
		6001007	Dunbar MS		C	
		6001009	Forest Heights MS			P
		6001010	Pulaski Heights MS	A		
		6001013	Henderson MS			P
		6001017	Bale Elem		C	
		6001018	Brady Elem	A		
		6001020	McDermott Elem	A		
		6001021	Carver Elem	A		
		6001024	Forest Park Elem	A		
		6001025	Franklin Elem	A		
		6001027	Gibbs Elem	A		
		6001029	Western Hills Elem	A		
		6001030	Jefferson Elem	A		
		6001033	Meadowcliff Elem	A		
		6001035	M.L. King Elem	A		
		6001038	Pulaski Heights Elem	A		
		6001040	Romine Elem	A		
		6001041	Stephens Elem	A		
		6001042	Washington Elem		C	
		6001043	Williams Elem	A		
		6001044	Wilson Elem	A		
		6001047	Terry Elem		C	
		6001048	Fullbright Elem	A		
		6001050	Rockefeller Elem	A		
		6001052	Baseline Elem	A		
		6001055	D O'Dodd Elem	A		
		6001056	Geyer Springs Elem	A		
		6001057	Mabelvale Elem	A		
		6001058	Otter Creek Elem	A		
		6001059	Wakefield Elem	A		
		6001061	Cloverdale MS		C	
		6001062	Mabelvale MS	A		
		6001063	J.A. Fair HS		C	
		6001064	MCClellan HS	A		
		6001068	Accelerated Learn. Prog	A		
		6001070	Hamilton Learn. Acad.	A		
		6001071	Watson Inter.		C	
		6001072	Chicot Elem		C	
Pulaski	Little Rock Preparatory Acad	6049700				
		6049702	LR Preparatory Academy	A		
Lonoke	Lonoke	4301000				
		4301027	Lonoke Elem	A		
		4301028	Lonoke Middle	A		
		4301029	Lonoke High	A		
		4301030	Lonoke Primary	A		
Logan	Magazine	4202000				
		4202007	Magazine Elementary		C	

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		4202008	Leftwich High School		C	
Hot Spring	Magnet Cove	3003000				
		3003013	Magnet Cove Elem Sch	A		
		3003014	Magnet Cove HS	A		
Columbia	Magnolia	1402000				
		1402006	Central Elem	A		
		1402007	East-West Elem	A		
		1402008	Magnolia JHS	A		
		1402009	Magnolia HS	A		
Hot Spring	Malvern	3004000				
		3004021	Malvern Elem Sch	A		
		3004022	Malvern Junior HS	A		
		3004023	Malvern HS		C	
		3004025	Wilson Intermediate Sch		C	
Fulton	Mammoth Spring	2501000				
		2501001	Mammoth Spring Elem. Sch	A		
		2501002	Mammoth Spring HS	A		
Mississippi	Manila	4712000				
		4712043	Manila Elem	A		
		4712044	Manila HS		C	
		4712045	Manila MS		C	
Sebastian	Mansfield	6606000				
		6606060	Mansfield Elementary			P
		6606061	Mansfield Middle School	A		
		6606062	Mansfield High School		C	
Crittenden	Marion	1804000				
		1804011	Avondale Elem		C	
		1804012	Marion Elem		C	
		1804014	Marion Jr. High		C	
		1804015	Marion High	A		
		1804016	Marion Middle	A		
		1804017	Marion Intermediate		C	
Poinsett	Marked Tree	5604000				
		5604015	Marked Tree Elem Sch			P
		5604017	Marked Tree HS	A		
Greene	Marmaduke	2803000				
		2803016	Marmaduke Elem		C	
		2803017	Marmaduke HS	A		
Phillips	Marvell	5404000				
		5404030	Marvell Primary Sch	A		
		5404032	Marvell HS	A		
Faulkner	Mayflower	2305000				
		2305025	Mayflower Elem	A		
		2305026	Mayflower HS	A		
		2305027	Mayflower Middle Sch		C	
Randolph	Maynard	6102000				
		6102005	Maynard Elem Sch		C	
		6102006	Maynard HS	A		
Woodruff	McCrary	7403000				
		7403012	McCrary Elem.	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		7403013	McCrary High	A		
Desha	McGehee	2105000				
		2105026	McGehee Elem Sch	A		
		2105028	McGehee HS	A		
Izard	Melbourne	3302000				
		3302005	Melbourne Elem Sch	A		
		3302006	Melbourne HS		C	
		3302010	Mt. Pleasant Elem Sch	A		
Polk	Mena	5703000				
		5703009	Louise Durham Elem Sch	A		
		5703010	Holly Harshman Elem Sch	A		
		5703011	Mena Middle Sch	A		
		5703012	Mena HS	A		
		5703013	Mena Upper Elem School	A		
Independence	Midland	3211000				
		3211022	Midland Elem Sch	A		
		3211035	Midland HS	A		
Howard	Mineral Springs	3104000				
		3104005	Mineral Springs Elem Sch	A		
		3104006	Mineral Springs HS	A		
		3104021	Saratoga Elem Sch	A		
		3104022	Saratoga HS	A		
Drew	Monticello	2203000				
		2203010	Monticello Elem Sch	A		
		2203011	Monticello Middle Sch		C	
		2203012	Monticello HS		C	
		2203014	Monticello Intermediate Sch	A		
Montgomery	Mount Ida	4902000				
		4902006	Mount Ida Elem Sch		C	
		4902007	Mount Ida HS	A		
Baxter	Mountain Home	303000				
		303013	Nelson Wilks Herron Elem	A		
		303014	Pinkston Middle Sch	A		
		303016	Guy Berry Intermediate Sch	A		
		303018	Mountain Home Kinder.	A		
		303019	Mountain Home JRHS	A		
		303703	Mtn. Home High Career Acad		C	
Garland	Mountain Pine	2607000				
		2607046	Mountain Pine Elem	A		
		2607047	Mountain Pine High	A		
Stone	Mountain View	6901000				
		6901005	Mt. View Elem.	A		
		6901006	Mt. View MS		C	
		6901007	Mt. View HS	A		
		6901011	Rural Special Elem. Sch		C	
		6901012	Rural Special HS		C	
		6901015	Timbo Elem Sch		C	
		6901016	Timbo HS	A		
Crawford	Mountainburg	1703000				
		1703012	Mountainburg Elementary	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		1703013	Mountainburg High	A		
		1703022	Mountainburg Middle	A		
Faulkner	Mt. Vernon-Enola	2306000				
		2306029	Mt. Vernon-Enola Elem		C	
		2306030	Mt. Vernon-Enola HS	A		
Crawford	Mulberry/Pleasant View	1704000				
		1704016	Marvin Elementary		C	
		1704017	Mulberry High	A		
		1704018	Pleasant Jr. High			P
		1704022	Millsap Intermediate		C	
Pike	Murfreesboro	5504000				
		5504014	Murfreesboro Elem Sch		C	
		5504015	Murfreesboro HS		C	
Howard	Nashville	3105000				
		3105009	Nashville Elem Sch	A		
		3105010	Nashville Junior HS	A		
		3105011	Nashville HS	A		
		3105012	Nashville Primary Sch	A		
Conway	Nemo Vista	1503000				
		1503016	Nemo Vista Elem Sch	A		
		1503017	Nemo Vista HS	A		
		1503018	Nemo Vista MS		C	
Craighead	Nettleton	1611000				
		1611039	Fox Meadow Elem	A		
		1611040	University Heights Elem	A		
		1611041	Nettleton JHS			P
		1611042	Nettleton HS	A		
		1611043	Nettleton Int	A		
Nevada	Nevada	5008000				
		5008013	Nevada Elem	A		
		5008014	Nevada HS	A		
Jackson	Newport	3403000				
		3403010	Gibbs Albright Elem. Sch		C	
		3403011	Castleberry Elem Sch		C	
		3403012	Newport Junior HS		C	
		3403013	Newport HS			P
Baxter	Norfolk	304000				
		304021	Norfolk Elem Sch		C	
		304022	Norfolk HS		C	
Union	Norphlet	7006000				
		7006035	Norphlet Elem		C	
		7006036	Norphlet HS			P
Pulaski	North Little Rock	6002000				
		6002050	Amboy Elem	A		
		6002053	Belwood Elem	A		
		6002054	Boone Park Elem		C	
		6002055	Crestwood Elem	A		
		6002056	Glennview Elem		C	
		6002057	Indian Hills Elem	A		

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		6002058	Lakewood Elem		C	
		6002059	Poplar Street MS	A		
		6002060	Lynch Drive Elem	A		
		6002061	Meadow Park Elem	A		
		6002063	North Heights Elem		C	
		6002064	Park Hill Elem	A		
		6002065	Pike View Elem	A		
		6002069	Seventh Street Elem	A		
		6002070	Lakewood MS			P
		6002075	NLR HS East		C	
		6002076	NLR HS West	A		
		6002077	Rose City MS	A		
		6002702	Ridgeroad Charter MS	A		
Boone	Omaha	504000				
		504022	Omaha Elem Sch		C	
		504023	Omaha HS		C	
Mississippi	Osceola	4713000				
		4713047	East Elem			P
		4713048	West Elem			P
		4713050	Osceola MS			P 2
		4713051	Osceola HS			P
		4713052	North Elem			P
		4713702	Acad. Center of Excellence			P 3
Mississippi	Osceola CABS	4740700				
		4740703	OCABS High School	A		
Hot Spring	Ouachita	3005000				
		3005029	Ouachita Elem Sch	A		
		3005030	Ouachita HS		C	
Polk	Ouachita River	5706000				
		5706001	Acorn Elementary Sch	A		
		5706002	Acorn HS	A		
		5706010	Oden Maddox Elem Sch	A		
		5706011	Oden HS		C	
Franklin	Ozark	2404000				
		2404004	Ozark 7th Grade School	A		
		2404005	Ozark Kindergarten School	A		
		2404015	Elgin Milton Elementary		C	
		2404016	Ozark Junior High	A		
		2404017	Ozark High School	A		
Searcy	Ozark Mountain	6505000				
		6505009	St. Joe Elementary	A		
		6505010	St. Joe HS	A		
		6505011	Bruno-Pyatt HS		C	
		6505012	Bruno-Pyatt Elem Sch	A		
		6505013	Western Grove Elem		C	
		6505014	Western Grove HS		C	
Saint Francis	Palestine-Wheatley	6205000				
		6205027	Palestine-Wheatley ES	A		
		6205028	Palestine-Wheatley HS	A		
		6205031	Palestine-Wheatley MS		C	

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
White	Pangburn	7309000				
		7309038	Pangburn Elem Sch	A		
		7309039	Pangburn HS	A		
Greene	Paragould	2808000				
		2808024	Baldwin Elem	A		
		2808027	Woodrow Wilson Elem	A		
		2808028	Oak Grove MS	A		
		2808042	Paragould JHS	A		
	2808043	Paragould HS	A			
Logan	Paris	4203000				
		4203011	Paris Elementary	A		
		4203012	Paris High	A		
	4203013	Paris Middle	A			
Union	Parkers Chapel	7007000				
		7007039	Parkers Chapel Elem		C	
	7007040	Parkers Chapel HS		C		
Pulaski	PCSSD	6003000				
		6003092	Baker Interdistrict Elem Sch	A		
		6003093	Crystal Hill Elem Sch			P
		6003094	Bayou Meto Elem Sch	A		
		6003095	Clinton Elem Sch	A		
		6003099	Warren Dupree ES	A		
		6003102	Harris Elem Sch	A		
		6003103	Jacksonville Elem Sch	A		
		6003104	Landmark Elem Sch	A		
		6003105	Lawson Elem Sch	A		
		6003106	Tolleson Elem Sch	A		
		6003108	Oak Grove Elem Sch	A		
		6003110	Joe T. Robinson Elem	A		
		6003111	Scott Elem Sch	A		
		6003112	Sherwood Elem Sch		C	
		6003113	Sylvan Hills Elem Sch	A		
		6003119	Jacksonville Middle School	A		
		6003120	Fuller Middle Sch	A		
		6003122	Sylvan Hills Middle Sch	A		
		6003123	Jacksonville HS			P
		6003125	Wilbur D. Mills HS			P
6003126	Oak Grove HS	A				
6003127	Robinson HS		C			
6003128	Sylvan Hills HS			P 2		
6003129	Cato Elem Sch		C			
6003130	Pinewood Elem Sch	A				
6003135	College Station Elem	A				
6003136	North Pulaski HS		C			
6003137	Arnold Drive Elem Sch		C			
6003139	Oakbrooke Elem Sch	A				
6003140	Northwood Middle Sch			P 3		
6003141	Murrell Taylor Elem Sch		C			
6003142	Pine Forest Elem Sch	A				
6003143	Robinson Middle Sch	A				

P = First Year Probation

P 2 = Second Year Probation

P 3 = Third Year Probation

2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		6003146	Bates Elem Sch		C	
		6003149	Maumelle Middle Sch	A		
		6003150	Chenal Elem	A		
Benton	Pea Ridge	407000				
		407025	Pea Ridge Primary	A		
		407026	Pea Ridge Elem (Intermed)		C	
		407027	Pea Ridge HS		C	
		407028	Pea Ridge MS		C	
Perry	Perryville	5303000				
		5303010	Perryville Elementary	A		
		5303011	Perryville HS		C	
Clay	Piggott	1104000				
		1104017	Piggott Elementary	A		
		1104018	Piggott HS	A		
Jefferson	Pine Bluff	3505000				
		3505025	Belair Elem Sch	A		
		3505026	Broadmoor Elem Sch	A		
		3505030	Greenville Elem Sch	A		
		3505034	Oak Park Elem Sch	A		
		3505036	34th Avenue Elem Sch	A		
		3505037	Southwood Elem Sch			P
		3505041	Southeast Middle Sch	A		
		3505042	Pine Bluff HS	A		
		3505044	Jark Robey Junior HS	A		
		3505046	W. T. Cheney Elem Sch	A		
Randolph	Pocahontas	6103000				
		6103009	Alma Spikes Elem Sch	A		
		6103010	Pocahontas HS	A		
		6103011	Pocahontas Upper Elem.	A		
		6103012	Pocahontas Junior HS	A		
Pope	Pottsville	5804000				
		5804013	Pottsville Elem Sch	A		
		5804014	Pottsville HS	A		
		5804015	Pottsville Middle Sch	A		
		5804016	Pottsville JHS	A		
Grant	Poyen	2703000				
		2703009	Poyen Elem Sch	A		
		2703010	Poyen HS	A		
Washington	Prairie Grove	7206000				
		7206035	Prairie Grove Elem	A		
		7206036	Prairie Grove HS	A		
		7206038	Prairie Grove MS	A		
		7206039	Prairie Grove Interim		C	
Nevada	Prescott	5006000				
		5006022	Prescott Elem	A		
		5006023	McRae MS	A		
		5006024	Prescott HS	A		
Cleburne	Quitman	1203000				
		1203010	Quitman Elementary		C	
		1203011	Quitman HS	A		

P = First Year Probation

P 2 = Second Year Probation

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Clay	Rector	1106000				
		1106022	Rector Elementary	A		
		1106023	Rector HS		C	
Craighead	Riverside	1613000				
		1613010	Riverside East Elem	A		
		1613011	Riverside JHS	A		
		1613031	Riverside West Elem	A		
		1613032	Riverside HS	A		
White	Riverview	7307000				
		7307026	Judsonia Elementary	A		
		7307030	Kensett Elementary	A		
		7307032	Riverview HS	A		
		7307033	Riverview JHS	A		
Benton	Rogers	405000				
		405031	Eastside Elem	A		
		405032	Garfield Elem	A		
		405033	Lowell Elem	A		
		405034	Northside Elem	A		
		405036	West Side Elem	A		
		405037	Elmwood JRHS	A		
		405039	Oakdale JRHS	A		
		405040	Grace Hill Elem	A		
		405041	B. Grimes Elem	A		
		405042	Reagan Elem	A		
		405043	Frank Tillary Elem	A		
		405044	Joe Mathias Elem	A		
		405045	Kirksey MS	A		
		405046	Lingle MS	A		
		405047	Bellview Elem	A		
405048	Rogers HS			C		
405049	Jones Elem	A				
405050	Elza Tucker Elem	A				
405051	Old Wire Elem	A				
405052	Rogers Heritage HS			C		
White	Rose Bud	7310000				
		7310042	Rose Bud Elementary	A		
		7310043	Rose Bud HS	A		
Pope	Russellville	5805000				
		5805017	Crawford Elem Sch	A		
		5805018	Dwight Elem Sch	A		
		5805019	London Elem Sch	A		
		5805020	Oakland Heights Elem			C
		5805021	Sequoyah Elem Sch	A		
		5805022	Russellville Middle Sch	A		
		5805023	Russellville Jr. HS			C
5805024	Russellville HS			C		
5805025	Center Valley Elem Sch	A				
5805026	Russellville Upper Elem			C		
Fulton	Salem	2502000				
		2502005	Salem Elem Sch	A		

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		2502006	Salem HS	A		
Arkansas	School of Excellence	140700				
		140702	School of Exc. Charter HS			P Closed
Logan	Scranton	4204000				
		4204016	Scranton Elementary	A		
		4204019	Scranton High	A		
White	Searcy	7311000				
		7311046	Sidney Deener Elem	A		
		7311047	McRae Elementary	A		
		7311050	Southwest Middle Sch	A		
		7311051	Ahlf Junior High Sch	A		
		7311052	Searcy HS	A		
		7311053	Westside Elem	A		
Searcy	Searcy County	6502000				
		6502001	Leslie Elem Sch		C	
		6502005	Marshall Elem Sch	A		
		6502006	Marshall HS		C	
Grant	Sheridan	2705000				
		2705018	East End Elem Sch	A		
		2705019	Sheridan Elem Sch	A		
		2705020	Sheridan Middle School	A		
		2705021	Sheridan HS	A		
		2705023	Sheridan Intermediate Sch		C	
		2705024	East End Intermediate Sch	A		
Van Buren	Shirley	7104000				
		7104014	Shirley Elem Sch	A		
		7104015	Shirley HS	A		
Benton	Siloam Springs	406000				
		406046	Northside Elem	A		
		406047	Southside East Elem	A		
		406048	Delbert Allen Elem	A		
		406049	Siloam Springs MS	A		
		406050	Siloam Springs HS		C	
Lawrence	Sloan-Hendrix	3806000				
		3806018	Sloan-Hendrix Elem Sch		C	
		3806019	Sloan-Hendrix HS	A		
		3806020	Sloan-Hendrix MS		C	
Union	Smackover	7008000				
		7008043	Smackover Elem	A		
		7008045	Smackover HS	A		
Conway	So Conway Co	1507000				
		1507029	Morrilton Elem	A		
		1507031	Morrilton Intermediate	A		
		1507032	Morrilton Primary	A		
		1507036	Morrilton HS	A		
		1507037	Morrilton Junior HS	A		
Mississippi	So Mississippi Co	4706000				
		4706039	Luxora Elem	A		
		4706040	Wilson Elem	A		

P = First Year Probation

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		4706059	Keiser Elem	A		
		4706066	Rivercrest HS	A		
		4706068	Rivercrest JHS	A		
Van Buren	South Side	7105000				
		7105018	South Side Elem Sch	A		
		7105019	South Side HS	A		
Independence	Southside	3209000				
		3209038	Southside Elem Sch	A		
		3209039	Southside HS	A		
		3209041	Southside Middle Sch	A		
Hempstead	Spring Hill	2906000				
		2906025	Spring Hill Elementary Sch	A		
		2906026	Spring Hill HS	A		
Washington	Springdale	7207000				
		7207040	Elmdale Elem	A		
		7207041	Jones Elem	A		
		7207042	RE Lee Elem	A		
		7207044	J Tyson Elem	A		
		7207046	Westwood Elem	A		
		7207047	Central JRHS	A		
		7207048	Southwest JRHS	A		
		7207049	Springdale HS	A		
		7207050	Parson Hills Elem	A		
		7207051	TG Smith Elem	A		
		7207052	Walker Elem	A		
		7207053	George Elem	A		
		7207054	J.O. Kelly MS	A		
		7207055	H Tyson MS	A		
		7207057	B Young Elem	A		
		7207058	Harp Elem	A		
		7207059	Bayyari Elem	A		
		7207060	George JRHS	A		
		7207061	Hellstern MS	A		
		7207062	Har-Ber HS			P
		7207063	Hunt Elem	A		
		7207064	Turnbow Elem	A		
		7207065	East/Monitor Elem	A		
		7207066	Willis Shaw Elem	A		
Lincoln	Star City	4003000				
		4003014	Brown Elem Sch	A		
		4003015	Star City Middle Sch	A		
		4003016	Star City HS	A		
Ouachita	Stephens	5206000				
		5206032	Stephens Elem	A		
		5206033	Stephens HS		C	
Union	Strong-Huttig	7009000				
		7009048	Gardner-Strong Elem	A		
		7009049	Strong HS	A		
Arkansas	Stuttgart	104000				
		104021	Park Avenue Elem Sch		C	

P = First Year Probation

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		104023	Meekins Middle Sch	A		
		104025	Stuttgart HS			P
		104026	Stuttgart JHS		C	
Miller	Texarkana	4605000				
		4605019	College Hill Elem	A		
		4605020	Fairview Elem		C	
		4605021	Vera Kilpatrick Elem	A		
		4605022	Union Elem		C	
		4605024	College Hill MS		C	
		4605025	North Heights JHS		C	
		4605026	Arkansas HS		C	
		4605027	Edward D. Trice Elem	A		
Poinsett	Trumann	5605000				
		5605001	Intermediate Sch 5-6	A		
		5605021	Cedar Park Elem Sch			P
		5605023	Trumann HS	A		
		5605024	Intermediate Sch 7-8	A		
Crittenden	Turrell	1805000				
		1805020	Turrell Elem			P
		1805021	Turrell High			P 2
Sharp	Twin Rivers	6806000				
		6806013	Oak Ridge Central Elem Sch			P Closed
		6806014	Oak Ridge Central HS			P Closed
		6806018	Williford Elem Sch			P Closed
		6806019	Williford HS			P Closed
Yell	Two Rivers	7510000				
		7510024	Ola Elementary		C	
		7510025	Ola HS		C	
		7510028	Plainview-Rover Elementary	A		
		7510029	Plainview-Rover HS	A		
Boone	Valley Springs	505000				
		505026	Valley Springs Elem Sch		C	
		505027	Valley Springs HS		C	
		505028	Valley Springs MS		C	
Craighead	Valley View	1612000				
		1612047	Valley View Elem	A		
		1612048	Valley View HS	A		
Crawford	Van Buren	1705000				
		1705020	City Heights Elementary	A		
		1705022	King Elementary	A		
		1705025	J.J. Iazard Elementary	A		
		1705026	Butterfield Jr. High	A		
		1705027	Van Buren High	A		
		1705028	Central Middle School	A		
		1705029	James Tate Elementary		C	
		1705030	Parkview Elementary	A		
		1705031	Coleman Jr. High		C	
		1705032	Rena Elementary	A		
		1705033	Northridge Middle	A		
Polk	Van Cove	5704000				

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		5704018	Van Cove HS		C	
		5704019	Van Cove Elem Sch	A		
Faulkner	Vilonia	2307000				
		2307033	Vilonia Elem Sch	A		
		2307034	Vilonia HS	A		
		2307035	Vilonia Primary Sch	A		
		2307036	Vilonia Junior HS	A		
		2307037	Vilonia Middle Sch	A		
		2307701	Vilonia Acad of Tech	A		
		2307702	Academy of Serv & Tech	A		
Fulton	Viola	2503000				
		2503009	Viola Elem Sch	A		
		2503010	Viola HS	A		
Scott	Waldron	6401000				
		6401001	Waldron Elem Sch	A		
		6401003	Waldron HS	A		
		6401004	Waldron Middle Sch		C	
Bradley	Warren	602000				
		602012	Eastside Primary	A		
		602013	Thomas C Brunson Elem		C	
		602014	Warren HS			P
		602015	Warren MS	A		
Jefferson	Watson Chapel	3509000				
		3509063	Edgewood Elem Sch		C	
		3509064	L. L. Owen Elem Sch	A		
		3509066	Coleman Elem Sch	A		
		3509067	Watson Chapel HS	A		
		3509068	Watson Chapel Junior HS		C	
Poinsett	Weiner	5607000				
		5607031	Weiner Elem Sch	A		
		5607032	Weiner HS	A		
Washington	West Fork	7208000				
		7208060	West Fork Elem	A		
		7208061	West Fork MS	A		
		7208062	West Fork HS	A		
Crittenden	West Memphis	1803000				
		1803025	Bragg Elem Sch	A		
		1803026	Faulk Elem Sch		C	
		1803027	Jackson Elem Sch	A		
		1803028	Maddux Elem Sch	A		
		1803029	Richland Elem Sch	A		
		1803030	Weaver Elem Sch	A		
		1803031	Wedlock Elem Sch	A		
		1803032	Wonder Elem Sch	A		
		1803033	East Junior HS	A		
		1803034	West Junior HS	A		
		1803035	Wonder Junior HS	A		
		1803036	West Memphis HS		C	
Cleburne	West Side	1204000				
		1204014	West Side Elementary		C	

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
		1204015	West Side HS	A		
Yell	Western Yell	7509000				
		7509030	Western Yell Co. Elementary		C	
		7509033	Western Yell Co. HS			P 2
Craighead	Westside Cons.	1602000				
		1602055	Westside HS	A		
		1602056	Westside Elem	A		
		1602058	Westside MS		C	
Johnson	Westside	3606000				
		3606025	Westside Elementary	A		
		3606026	Westside High		C	
White	White Co Central	7304000				
		7304018	White Co Central Elem	A		
		7304019	White Co Central HS	A		
Jefferson	White Hall	3510000				
		3510076	White Hall HS	A		
		3510077	Redfield Junior HS	A		
		3510078	Hardin Elem Sch	A		
		3510079	Moody Elem Sch	A		
		3510080	Taylor Elem Sch	A		
		3510081	White Hall Junior HS	A		
		3510084	Gandy Elem Sch	A		
Polk	Wickes	5705000				
		5705016	Umpire Elem Sch	A		
		5705017	Umpire HS		C	
		5705021	Wickes Elem Sch	A		
		5705022	Wickes HS	A		
Conway	Wonderview	1505000				
		1505025	Wonderview Elem Sch		C	
		1505026	Wonderview HS			P
Cleveland	Woodlawn	1304000				
		1304014	Woodlawn Elem	A		
		1304015	Woodlawn HS		C	
Cross	Wynne	1905000				
		1905014	Wynne Primary	A		
		1905015	Wynne Intermediate	A		
		1905016	Wynne Jr. High	A		
		1905017	Wynne High	A		
Marion	Yellville-Summit	4502000				
		4502004	Yellville-Summit Middle Sch	A		
		4502005	Yellville-Summit Elem Sch	A		
		4502006	Yellville-Summit HS	A		
TOTALS	262		1068	778	227	63
Total includes 18 Open-Enrollment Charters						
SPECIAL	POPULATIONS	SCHOOLS				
Pulaski	Ark Sch for Blind	6091000				

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2009-2010
Accreditation Status Report for Arkansas Public Schools

County	School District	LEA	School Name	Accredited	Cited	Probationary
Pulaski		6091001	Ark. School for the Blind Elem	PA	Program Approval	
Pulaski		6091002	Ark. School for the Blind HS	PA		
Pulaski	Ark Sch for Deaf	6092000				
Pulaski		6092001	Ark. School for the Deaf Elem	PA		
Pulaski		6092002	Ark. School for the Deaf HS	PA		

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2009-2010 Accredited-Cited and Accredited-Probationary Status Report of School District Office

County	School District	LEA	School Name	Accredited-Cited	Accredited-Probationary
Hempstead	Blevins	2901000	District Office	C	
Logan	Booneville	4201000	District Office	C	
Crawford	Cedarville	1702000	District Office	C	
Prairie	Des Arc	5901000	District Office	C	
Sebastian	Hartford	6604000	District Office	C	
Phillips	Helena	5403000	District Office		P
Craighead	Jonesboro	1608000	District Office	C	
Pulaski	Little Rock	6001000	District Office	C	
Hot Spring	Malvern	3004000	District Office	C	
Pike	Murfreesboro	5504000	District Office	C	
Mississippi	Osceola	4713000	District Office		P
Grant	Sheridan	2705000	District Office	C	
Washington	Springdale	7207000	District Office	C	
Arkansas	Stuttgart	0104000	District Office		P
Sharp	Twin Rivers	6806000	District Office		P
				Accredited-Cited	Accredited-Probationary
TOTAL				11	4



Arkansas. COMMISSIONER'S COMMUNICATION

DEPARTMENT OF EDUCATION

4 State Capitol Mall Little Rock Arkansas 72201-1071 (501) 682-4475
Dr. Tom W. Kimbrell, Commissioner

Memo Number : COM-10-176

Date Created : 04/02/2010

Attention:

Superintendents
Co-op Directors

Type of Memo:

Informational

Response Required:

Yes

Section: Accountability - Dr. Charity Smith, Assistant Commissioner

Subject:

Initial Accreditation Report (replaces COM-10-167)

Contact Person:

Johnie Walters, Interim Unit Leader

Regulatory Authority:

Ark. Code §§ Ann. 6-15-203 and 6-15-206

Phone Number:

501-682-4380

E-mail:

Johnie.Walters@arkansas.gov

The Arkansas Department of Education (ADE) Standards Assurance Unit (SAU) reviews data submitted as part of the Cycle 2 reporting requirements to determine the initial accreditation of each district office and each school. The initial accreditation report for the 2009-2010 school year based on data submitted by the district as part of the Cycle 2 reporting including current information in the Arkansas Professional Licensure System, will be mailed under separate cover to each school district office. In addition to including a listing of violations/citations for the 2009-2010 school year, the report reflects the accreditation history for the previous two school years. An explanation of violation/citation numbers is attached to this memo.

Please review all initial violations listed for 2009-2010 and confirm that all citations are correct or submit written correction(s) to the assigned Standards Assurance specialist by April 23, 2010. If corrections are sent by e-mail, SAU specialists will respond to confirm receipt of e-mail; if there is no response to information submitted by the district, contact the assigned SAU specialist. The assigned specialist is listed as "supervisor" on the upper right corner of the report's first page. If no supervisor is listed, send to Rickey.Jackson@arkansas.gov or Kay.Gardner@arkansas.gov. Documentation of corrections may be sent by mail, e-mail or fax and should include the LEA number, building name and any of the following, as applicable:

- 1) Name and ADE Teacher's License Number of staff member
- 2) Job code or course code change
- 3) Grade level change
- 4) Class size change (APSCN_01 Class Count All Year)
- 5) Total students change (Master schedule matrix marking period 3 or second semester)
- 6) FTE change; and/or
- 7) Student enrollment change to address FTE violation

For all individuals teaching for more than thirty (30) consecutive days in a grade level or subject area not included on the teaching license, the following documents are required to be on file at the ADE:

~~Additional Licensure Plan (ALP)

~~ADE approved waiver letter, refer to "Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts" (July 2009) Sections 24.01 and 24.18.

Classes listed under "2400 Secondary Courses" are required classes for which no course

code was submitted. To provide confirmation of teaching required courses listed in the "2400 Secondary Courses" violation, please submit applicable pages of the current (grades 7-12) APSCN new master schedule (APSCN_01 State Report MS Check). If staff changes have occurred since the Cycle 2 report was submitted, send a copy of contracts for additional staff to correct class size violations and send a copy of contracts for changes in staff to correct licensure violations.

Please note that the specific course code must be used to prevent a citation; grade level entries must be appropriate for the course code. For example, if the course code is 355810 Physical Education Grade 5 with students in grades 5-6 included, there will be a citation.

The assigned SAU specialist will enter acceptable changes requested in writing by the district. The final accreditation status for each school will be based on remaining violations/citations; refer to ADE "Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts" (July 2009). As mandated by the Omnibus Quality Education Act (Act 1467 of 2003/Ark. Code Ann. § 6-15-203), final accreditation status will be determined by May 15, 2010.

Right Of Appeal (after May 15, 2010)

In the event a district believes the ADE has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the Commissioner of the Department of Education.

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

The SBE may confirm the accreditation status of a school as determined and recommended by the ADE or it may sustain the appeal of the district.

Pursuant to Ark. Code Ann. § 6-15-203(b)(5), an appeal of the ruling of the SBE may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et. seq.

Standards Assurance Unit Specialists

- Tim Barnes ~~~~~Timothy.Barnes@arkansas.gov
- Roy Causbie ~~~~~Roy.Causbie@arkansas.gov
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- Shade Gilbert ~~~~~ Shade.Gilbert@arkansas.gov
- Randall Lawrence ~~ Randall.Lawrence@arkansas.gov
- Melody Morgan ~~~ Melody.Morgan@arkansas.gov
- Nath Tumilson ~~~~ David.Tumilson@arkansas.gov
- Johnie Walters ~~~~ Johnie.Walters@arkansas.gov

Standards Assurance Unit fax: 501-682-4618

Arkansas Department of Education
Standards Assurance Unit
Four Capitol Mall, Room 202 B
Little Rock, AR 72201

Attachments: Explanation of violations/citations

Attachments:

- Explanation of Violations/Citations



EXPLANATION OF VIOLATIONS/CITATIONS

Exception Code	Exception Description	Standard	Rule	Status *	Timeline
2400	SECNDARY COURSES	IV.	9.03.3	P	Must be corrected by the first day of the next semester
3210	KIND. CLASS SIZE	V.	10.02.2	P	Must be corrected within 30 days
3220	1-3 CLASS SIZE	V.	10.02.3	P	Must be corrected within 30 days
3230	4-6 CLASS SIZE	V.	10.02.4	P	Must be corrected within 30 days
3240	7-12 CLASS SIZE	V.	10.02.5	P	Must be corrected within 30 days
3241	7-12 TOTAL STUD.	V.	10.02.5	P	Must be corrected within 30 days
8101	SUPERINTENDENT	X.	15.01	P	Must be corrected by the first day of the next semester
8201	PRINCIPAL FTE	X.	15.02	P	Must be corrected by the first day of the next semester
8202	ASST. PRIN. FTE	X.	15.02	P	Must be corrected by the first day of the next semester
8311	NOT CERTIFIED	X.	15.03.1	P	Must be corrected by the first day of the next semester
8312	CERT. EXPIRED	X.	15.03.2	P	Must be corrected by the first day of the next semester
8313	JOB NOT CERT	X.	15.03.3	C	Must be completed by ALP deadline
8314	PROVISIONAL	X.	15.03.6	C	Must be completed by expiration date
8316	GRADE LEVEL	IV.	9.03.3	C	Must be corrected by the first day of the next semester
8317	NOT HQT	X.	15.03.3	C	Must be completed by ALP deadline
9131	COUNSELOR FTE	XI.	16.01.3	P	Must be corrected by the first day of the next semester
9231	LIB/MEDIA FTE	XI.	16.02.3	P	Must be corrected by the first day of the next semester
9241	TOTL BOOK VOLUME	XI.	16.02.4	P	Must be corrected by October 15
9410	NO SCHOOL NURSE	XI.	16.03.1	P	Must be corrected by the first day of the next semester
13000	NO G/T	XIII.	18.01	P	Must be corrected by the first day of the next semester
13100	NOT AP APPROVED	IV.	9.03.4.10	C	Must be completed by ATP deadline

* Status: C or P for cited or probationary violation of standard

(03/26/10)



Arkansas. COMMISSIONER'S COMMUNICATION

DEPARTMENT OF EDUCATION

4 State Capitol Mall Little Rock, Arkansas 72201-1071 (501) 682-4475
Dr. Tom W. Kimbrell, Commissioner

Memo Number : COM-10-194

Date Created : 05/11/2010

Attention:	Type of Memo:	Informational
Superintendents Co-op Directors	Response Required:	No

Section: Accountability - Dr. Charity Smith, Assistant Commissioner

Subject:
Annual Accreditation Report

Contact Person:
Johnie Walters, Interim Unit Leader

Regulatory Authority:
Ark. Code Ann. § 6-15-203

Phone Number:
501-682-4380

E-mail:
Johnie.Walters@arkansas.gov

The Arkansas Department of Education (ADE) reviews annual accreditation reports to determine the accreditation status of each school in each district in Arkansas. The status report mailed under separate cover will be the school district's final and official accreditation status report for the 2009-2010 school year. It will reflect a three-year history of accreditation. Please note the review date indicated for probationary violation(s); evidence to correct probationary violation(s) must be received by the Standards Assurance Unit on or before the review date, October 15, 2010. Read carefully items indicated in "Comments." Accreditation status resulting from the 2009-2010 on-campus standards review (OSR) will be noted in "Comments."

Included with the status report is a corrected exceptions accreditation status report. This report lists changes to the initial accreditation report. Please refer to Rules Governing Standards for Accreditation, Rule 24.01, for further information concerning teachers who are currently under an additional licensure plan (ALP). A licensure completion deadline will be listed on the report for these teachers. The corrected exceptions accreditation status report will assist school districts in preparing to submit future reports. Please review this information. Other notes indicating necessary exception corrections may include incorrect course codes, incorrect grade levels, invalid data or may indicate the district has corrected an exception that may have existed when the report was initially submitted. Please continue to work with the respective school district's standards assurance specialist for additional information about the district's report.

Right of Appeal

In the event that a school district believes the ADE has improperly determined that a school or school district has failed to meet standards for accreditation, the school district shall have a right to file its written appeal with:

Office of the Commissioner, ADE
Four Capitol Mall, Room 304-A
Little Rock, AR 72201

Any such appeal shall be held in an open hearing and the decision of the State Board of Education shall be in open session. The appeal must be filed no later than May 30, 2010, following the May 15, 2010 written notification; the Board hearing must be held prior to August 15, 2010.

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

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



MEMO

DATE: May 14, 2010
TO: District Superintendent
FROM: Johnie Walters, Acting Standards Assurance Unit Leader
SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in April by this office as well as a copy of Commissioner's Communication Memo Number COM-10-176 (Memo). The Report included a list of initial probationary violations and/or citations for the 2009-2010 school year concerning one (1) or more of the schools in the district. The Memo indicated that the district was to review the initial violations and citations listed, confirm that all violations and citations were correct, or submit written corrections to the assigned Standards Assurance Specialist no later than April 23, 2010. If the district has been visited by Standards Assurance Unit (SAU) staff during this school year, you have also received notice after that visit of any violations and citations found during the On-campus Standards Review.

This letter is notification that the district has not been cleared of all initial violations and/or citations by the SAU. If you have already sent this office information concerning the violations, we will continue to review it and notify you of the district's final accreditation status later this month. Otherwise please take notice that the attached report is the final report on Standards for Accreditation Status for your schools or school district for the 2009-2010 school year. This report is required by Ark. Code Ann. § 6-15-203 to be issued by the Arkansas Department of Education (ADE) by May 15, 2010.

In the event that you believe that the ADE has improperly determined one (1) or more of your schools or your school district has failed to meet Standards for Accreditation, the school district has a right to file its written appeal to the State Board of Education (Board) with the ADE, Office of the Commissioner, Four State Capitol Mall, Room 304-A, Little Rock, AR 72201. The appeal must be filed not later than May 30, 2010; the Board hearing concerning your appeal must be held prior to August 15, 2010. Should you feel that any of the violations and/or citations listed in this Report are in error, submit corrected information to the SAU no later than May 30, 2010. The Board may confirm the accreditation status of a school as determined by the ADE or it may sustain the appeal of the district.

Thank you for your assistance in this process.

PROCESS FOR ACCREDITATION OF ARKANSAS SCHOOLS

- August-September Statewide Information System (SIS) Training
The Arkansas Department of Education provides coordinated training to all schools to prepare schools to enter correct data in the Arkansas Public School Computer Network (APSCN). This training occurs through each of the Education Service Cooperatives. Representatives of APSCN, School Finance, Standards Assurance Unit, Special Education, and other appropriate personnel do this training.
- September Preparation of Schools for On-Site Review (OSR)
The SAU provides an overview of the OSR – Every school will have an OSR visit once every four years. Information is disseminated through Administrative Forums at Education Cooperatives and upon request to large school districts. SAU provides a discussion of each item to be monitored and reviewed during the OSR visit.
- October 15 APSCN Cycle II Submission
Districts submit their Cycle II report showing all courses taught, all teachers' assignments, and all students' schedules.
- October-March On-Site Reviews
SAU teams monitor the school's compliance with all Standards for Accreditation, ADE rules, and Arkansas laws related to education. The teams review information prepared by the school, visit classrooms, interview teachers and students. The SAU supervisor prepares a report of the visit and returns it to the school within thirty working days.
- Winter Initial Accreditation Report
APSCN generates the Initial Accreditation Report and it is mailed to all school districts. This is based on data submitted by the school. It indicates violations that are caused by data entry errors by the school, errors in the report-generating program, or other errors that can be corrected.
- SAU specialists collaborate with Licensure, the Non-Traditional Licensure program, Career and Technical Education, Secondary Area Centers, and post-secondary schools to provide technical assistance to districts with licensure issues.
- April-May Technical Assistance to Correct Initial Accreditation Report
The SAU specialist assigned to each school will contact the school and review the Initial Accreditation Report and provide assistance in making appropriate corrections.
- May District Makes Corrections
Each school provides to SAU documentation for all corrections to be made. SAU enters all corrections into APSCN.
- May Final Accreditation Report
SAU recommends a status of Accredited, Accredited-Cited, or Accredited-

Probationary as determined by the Standards for Accreditation. The Final Accreditation Report for each school district is generated and mailed to the school district.

- May-
August Appeals Process
A school, which has been recommended for Accredited-Probationary status, may appeal that status to the State Board of Education. The State Board will hold a hearing to allow the school district to present its basis for appealing the status. The State Board will make the final determination of all schools' final accreditation statuses.
- June-
August Technical Assistance by SAU
SAU will help schools with an Accredited-Probationary status make changes to correct the violations that caused this status before the review date.
- September
-October Preliminary Review of Probationary Schools
SAU teams will make visits to schools assigned Accredited-Probationary status for certain violations prior to the review date to verify that corrections have been made.

A school assigned a final accreditation status of Accredited-Probationary will receive a review date of October 15. (Probations for the current school year must be corrected by October 15 of the following school year.) On-campus reviews will be conducted at individual schools with specific probationary violation(s) as evidenced on the previous year's final Accreditation Status Report. The reviews are designed to gather evidence of compliance prior to October 15 Accreditation Status Report review date and to offer technical assistance to ensure compliance prior to October 15.

Probationary violations requiring on-site review (evidence not available for desk audit by October 15 review date):

- required courses (mandated by Standards and/or law)
- 120 clock hours for a unit of credit
- class size
- daily instructional time

Following the on-site review, additional evidence may be needed prior to October 15 if the district is taking action to correct concerns evidenced during the review.

All other probationary violations are monitored by the SAU through a desk audit process including continuous communication with the superintendent and intra-agency personnel prior to the October 15 review date.

If the school is still in violation, the SAU is required to recommend Loss of Accreditation to the State Board of Education (SBE). The SBE has the option of upholding the recommendation or imposing any other appropriate sanction as identified in rule 25.03 of the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.

Public Comments – Special Needs Funding Rule Revision

Date	Respondent	Comment	ADE Response
6/11/2010	Marjorie Greenberg	<p>4.02.1.8 The ALE Placement team should consider behavioral alternatives for students on 504 or IEPs prior to placement in an ALE. The behavior shall be considered caused by or related to a disability as determined by a physician, the 504 team, or the IEP team. Such a disabled child shall have a functional behavior assessment and positive behavior support plan in place prior to transfer to an ALE for more than 10 days, either consecutively or aggregated in one school year. The functional behavior assessment and positive behavior support plan shall occur whether or not the ALE placement is a disciplinary action.</p> <p>All ALE placement teams shall include a representative of the LEA special education department if that child has a 504 plan or IEP. A representative of special education who can discuss behavioral issues or plans of the disabled child shall also attend the ALE placement meeting, if the child has behavior caused by or related to a disability.</p>	<p>4.02.1.8 was changed to read as follows:</p> <p>“Have an Alternative Education Placement Team to determine student placement in the ALE.. This team shall include the referring school counselor, ALE administrator, building principal, and LEA special education or 504 representative, if applicable. A parent or legal guardian and the student’s regular classroom teacher(s) should be included in the student placement determination. The school district shall document efforts of contacting the parent/guardian to schedule a meeting or a phone call for a placement meeting at the parent/guardian’s convenience.”</p>
6/11/2010	Marjorie Greenberg	<p>4.02.1.14 Students with disabilities on either 504 plans or IEPs in ALEs shall be considered for return to mainstream classes every 9 weeks. For students on 504 plans or IEPs whose behavior difficulties may be related to his or her disability, as determined after enrollment in the ALE, the school district must have a positive behavioral plan in place within 30 days of this determination of behavior as a manifestation of disability in an ALE. The positive behavior plan should improve the child’s behavior and return him or her to regular classes.</p> <p>Each LEA shall report on the number of special education students, students with both IEPs and 504 plans, enrolled in an ALE. This report can be given as part of the annual legislative assembly report.</p> <p>Students with disabilities on either 504 plans or IEPs, whose behavior difficulties may be possibly related to his or her disability, in an ALE shall have annual evaluations of their disability status with the consent of the parent or guardian. All disabled children in ALEs can, at the request of and consent of the guardian or parent, have an annual special education evaluation.</p>	<p>4.02.1.14 was changed to read as follows:</p> <p>“Develop exit criteria on which to base a student’s return to the regular program. A positive behavior or transitional plan shall be in place prior to returning an ALE student to the prior classroom placement.”</p>

Public Comments – Special Needs Funding Rule Revision

6/8/2010	Jessica Sutton, Staff Attorney, Arkansas Bureau of Legislative Research	<p>Here are the questions/comments that Bureau staff has concerning these rules:</p> <ol style="list-style-type: none"> 1. There are references to the National School Lunch Act (federal) that are incorrect. They should refer to national school lunch student state categorical funding. This is a problem in many sections and should be fixed. Using NSLA to reference the state categorical funding is inaccurate and confusing. 	<p>ADE response: Suggested language has been added to the rule.</p>
6/8/2010	Jessica Sutton, Staff Attorney, Arkansas Bureau of Legislative Research	<ol style="list-style-type: none"> 2. Are there two 3.19 sections? Also, in the definition of "Provision Two (2) School district Base Year", there should be some reference to the NSLA (federal). 	<p>ADE response: Numbering has been corrected. Reference to "federal" has been added.</p>
6/8/2010	Jessica Sutton, Staff Attorney, Arkansas Bureau of Legislative Research	<ol style="list-style-type: none"> 3. The definition of "social workers" - Is the point of this definition supposed to be that a social worker must be licensed to be employed by a school district with state categorical national school lunch student funds? If so, it is unclear, and seems to contain some unnecessary language. 	<p>It is the intent that only licensed social workers be paid with NSLA state categorical funds. Language has been added to 6.07.12 to clarify.</p>
6/8/2010	Jessica Sutton, Staff Attorney, Arkansas Bureau of Legislative Research	<ol style="list-style-type: none"> 4. In 4.02.1.17, is the agreement among the ALE consortium schools just filed with ADE or is ADE approval required? 	<p>ADE approval not required. ADE will work with schools to correct any discovered deficiencies with the document.</p>
6/8/2010	Jessica Sutton, Staff Attorney, Arkansas Bureau of Legislative Research	<ol style="list-style-type: none"> 5. 5.04 says that ELL funding SHALL be expended for the listed activities, which now includes health services. But that is very broad - what is meant? And do they really want to REQUIRE a school district to provide health services? 	<p>ADE response: 5.04.5 Amended to read, "Language and cultural skills training for school-based health service providers, counseling services, providers, and community liaison staff as needed to serve ELL students."</p>
6/2/2010	Scott Shirey, Education Director, KIPP: Delta College Prep. School	<p>Paraphrased from letter dated June 2, 2010:</p> <p>Section 6.07.1.2 Recommend adding to the end of this section, "or completion of the required two-year training and teaching components of the Teach for America Program".</p>	<p>ADE response: This can be sought by charter schools via waiver.</p>

Public Comments – Special Needs Funding Rule Revision

6/2/2010	Dr. Bobbie Davis, Arkansas Public School Resource Center	<p>Paraphrased from letter dated June 1, 2010:</p> <p>Section 3.02.2.5 The definition for “students who count for ADM” should be expanded to include students in the Ozark Mountain School District attending school in Missouri. Suggested language is “Students who currently reside within the boundaries of an Arkansas school district but are authorized by the state of Arkansas to attend a school district in another state.”</p>	<p>ADE response: Add 3.02.2.5 “Any other circumstance allowed by law.”</p>
6/2/2010	Dr. Bobbie Davis, Arkansas Public School Resource Center	<p>Section 6.05.1.3 This section defines NSLA activities for School Improvement Plans in schools that are chronically underperforming yet this section refers to the use of NSLA funds to define the professional development needs of teachers of gifted and talented students. This seems an inappropriate use of NSLA funds.</p>	<p>This section is referring to providing professional development on educational best practices, not providing professional development for teachers of gifted and talented students. The wording on 6.05.1.3 has been changed as follows:</p> <p>“Use improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating student subgroups as identified in need.”</p> <p>The procedures and guidelines can best be explained in a Commissioner’s Memo.</p>
6/2/2010	Dr. Bobbie Davis, Arkansas Public School Resource Center	<p>Section 6.07.20 This section states that any additional activities funded by NSLA funds not defined by the rules require approval by ADE. Should these procedures for the approval process be outlined in the rules? Possibly the guidelines could be specifically outlined in a Commissioner’s Memo, but districts and charters need to know how to seek approval, who grants the approval, and the timeline involved for the process.</p>	<p>ADE response: Added to the end of the section, “unless in accordance with the transfer provision stated in section 8.00 of this rule”.</p>
6/2/2010	Dr. Bobbie Davis, Arkansas Public School Resource Center	<p>Section 6.11.1.4 Does this language limit the ability of districts or charters to transfer or expend NSLA funds for approved activities from other categorical funds to meet student needs, such as for ALE activities? Districts desire to have the ability to use NSLA funds for ALE activities.</p>	<p>ADE response: Remove the words “if the Commissioner of Education”.</p>
6/2/2010	Dr. Bobbie Davis, Arkansas Public School Resource Center	<p>Section 6.11.3.2 Apparently there are words missing or there are too many words. I believe it may need to read “and any other information requested by the Commissioner of Education”.</p>	<p>ADE response: Remove the words “if the Commissioner of Education”.</p>
5/30/2010	Marjorie Greenberg	<p>In particular, 4.02.1.8 states that the ALE placement team shall include “a counselor, ALE administrator, and building principal.” However, the parent or guardian only should be included in the placement team. I think that on transfer to an ALE the parents “shall” be included on the team. I believe the school must make at least two efforts to contact the parents and schedule a meeting at their convenience, or allow the parents to phone into the placement meeting.</p>	<p>The school district does not have the authority to require the parent’s participation: The following wording was added to 4.02.1.8:</p> <p>“The school shall document efforts of contacting the parent/guardian to schedule a meeting or a phone call for a placement meeting at the parent/guardian convenience.”</p>

Arkansas Department of Education
Proposed Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditures of Those Funds
~~September 2007~~AprilJuly 2010

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, 6-18-508, 6-18-509, and 6-20-2301 et seq. ~~5.~~ and ~~Acts 811 and 1590~~ of 2007.

1.02 These Rules shall be known as the Arkansas Department of Education (ADE) 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 for students.

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~~ fewer 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, and are enrolled in a curriculum that fulfills the requirements established by the State Board of Education (State Board) under the Standards for Accreditation of Arkansas Public Schools and School Districts;

3.02.2.2 Legally transferred students living outside the school district but — are attending a public school in the school district under a provision of the Arkansas Code ~~or Rules~~ and are enrolled in a curriculum that fulfills the requirements established by the State Board under the Standards for Accreditation of Arkansas Public Schools and School Districts.

3.02.2.3 Open-enrollment public charter school students who are enrolled in a curriculum that fulfills the requirements established by the State Board under the Standards for Accreditation of Arkansas Public Schools and School Districts:

3.02.2. ~~34~~ Students who are eligible to attend and who 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; or

3.02.2.5 Any other circumstance allowed by law.

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.

3.04 “Chronically Underperforming School” is a public school that does not meet adequate yearly progress under the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq., as it existed on July 1, 2009, for three (3) or more consecutive years.

~~3.04~~ 05 “Classroom Teacher” is an individual who is required to hold a teaching license from the ~~Arkansas Department of Education (Department)~~ (ADE) 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.

3.06 “Coordinated School Health Coordinator” is an individual that coordinates the implementation or the Coordinated School Health model components, facilitates the Wellness Priority within the Arkansas Comprehensive School Improvement Plan (ACSIP) with a minimum of a bachelor’s degree (Master’s preferred) in either the field of education, nursing, health services administration, social services, psychology/mental health services or nutrition. The coordinator will be in addition to other school health staff or positions.

3.07 “Coordinated School Health” (CSH) is an effective system designed to connect health (physical, mental/emotional and social) with education. This coordinated approach improves students’ health and their capacity to learn through the support of families, communities and schools working together. The CSH approach consists of eight major components. Although these components are listed separately, it is their composite that allows CSH to have significant impact. The eight components include: health education, physical education/physical activity, health services, nutrition services, health promotion for staff, counseling and psychological services, healthy school environment, and student/parent/community involvement.

~~3.05~~ 08 “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,~~ speaking, listening proficiency, and comprehension of English. ~~proficiency.~~

- ~~3.06~~⁰⁹ ~~“Eligible Alternative Learning Environment~~ALE Student” is a student who meets the qualifications of Section 4.01, is in a program that meets the qualifications of Section 4.02, has been enrolled ~~attended~~in an eligible ALE for a minimum of twenty (20) consecutive days per school year and meets the requirements outlined in Section 4.00.
- 3.10 “Excess National School Lunch State Categorical Funds” are current year National School Lunch State Categorical Funds remaining after a district has met the educational needs of students that are to be used to supplement teacher salaries.
- 3.11 “Experienced-based Field Trip” A student field trip which culminates an academic content unit directly tied to the Arkansas Frameworks that includes research-based activities.
- 3.12 “Human Service Worker” shall collaborate and provide information, resources, services, and referrals, to the district, LEA, parents, and students in a variety of activities, trainings, and assessments concerning the physical, mental/emotional, and social health of the child.
- 3.13 “Licensed Mental Health Counselor,” or L.M.H.C., hold a master’s degree from a graduate program in the field. They may render mental health care services to individuals, families or groups. L.M.H.C.s use therapeutic techniques to define goals and develop treatment plans aimed toward prevention, treatment, and resolution of mental and emotional dysfunction. Mental Health Professionals are licensed by the specific state boards corresponding with their licensure (i.e., Board of Examiners [LPCs, LACs], Board of Psychology [PhDs, LPEs], Social Work Licensing Board [LCSW, LMSW, LSW], which also monitors professional conduct.
3. ~~07~~¹⁴ ~~“NSLA”~~ — National School Lunch Act.
- ~~3.08~~¹⁵ ~~“National School Lunch Students” are those students from low socio-economic backgrounds as indicated by eligibility for free or reduced-priced meals under the federal National School Lunch Act~~NSLA as determined on October 1 of the ~~each~~ previous school year and submitted to the Department~~ADE~~, unless the district participates in the federal NSLA Provision 2 Program.
- 3.16 “Open Enrollment Public Charter School” is a public school operating under the terms of a charter granted by the State Board and is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009.
- ~~3.09~~¹⁷ ~~“Previous Year” is the school year immediately preceding the school year in which funds are allocated.~~
- ~~3.10~~¹⁸ ~~“Professional development~~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 for all employees to improve knowledge, awareness, and resources in physical/mental/emotional/social health-related issues for the purpose of improving ~~and~~ student academic achievement. Training activities for school bus drivers may also be included.

- 3.10~~18~~.1 Professional ~~development~~ Development shall result in individual school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency in the state academic standards.
- 3.10~~18~~.2 Professional ~~development~~ Development should be based on research, and be standards-based and continuous.
- 3.11~~19~~ “Provision Two (2) School District district” is a school district participating in the federal National School Lunch Program under 42 U.S.C. § 1759a, as interpreted in 7 C.F.R. § 245.9.
- 3.20 “Provision 2 district base year (base year)” means the last school year for which eligibility determinations were made and meal counts were taken by type.
- 3.21 “Scholastic Audit” is a comprehensive review of the learning environment, organization efficiency, and academic performance of schools and districts.
- 3.12~~22~~ “School District” or “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. Title 26 of the Arkansas Code, and whose board conducts the daily affairs of public schools pursuant to the supervisory authority vested in it by the General Assembly via and Title 6 of the Arkansas Code. For the purposes of these Rules, all references to “school district” or “district” include open enrollment charter schools.
- 3.23 “School Resource Officer” (SRO) is a sworn law enforcement officer assigned to a school on a long-term basis. The SRO is specifically trained in and performs three main functions, law enforcement officer, law related counselor, and law related educator. In addition the SRO works in collaboration with the school and the community as a resource.
- 3.13~~24~~ “School Year” is the year beginning July 1 of one calendar year and ending June 30 of the next calendar year.
- 3.25 “Students at Risk” are those students demonstrating an ongoing persistent lack of attaining proficiency levels in literacy and mathematics.
- 3.26 “Social Workers” have an undergraduate or graduate degree in social work or a related mental health field, and are trained in psychotherapy and social work techniques. Family therapists and employee assistance program counselors are often social workers. Social workers who work in private agencies or independent practice must hold state licenses from the Board of Registration of Social Workers. An L.C.S.W (Licensed Certified Social Worker) or a L.S.W. (Licensed Social Worker) may practice in an agency setting under proper supervision. Professional conduct is monitored by the State of Arkansas Social Work Licensing Board.
- 3.27 “Supplement to Teacher Salaries” is the use of excess ~~NSL~~ National School Lunch State Categorical Funds to supplement teacher salaries as either a bonus, as defined at 3.03, or to provide an amount of compensation above the amount required by the minimum teacher salary compensation schedule, as defined at Ark. Code Ann. § 6-17-2403.

3.1428 “Technology” is any equipment for instructional purposes that are 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 [Section 4.01.1.1](#) and [Section 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:

4.02.1.1 Have students taught by a currently licensed teacher. If course credit is granted, the teacher must be highly qualified. 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.

- 4.02.1.2 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).
- 4.02.1.3 In a middle school where the grade configuration includes grades five (5) and/or six (6), the fifteen (15) to one (1) student/teacher ratio may be utilized.
- 4.02.1.24 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 shall be no more than eighteen (18) to one (1).
- 4.02.1.45 Provide each ~~alternative learning~~ ALE student with access to the services of a school counselor or a mental health professional, a nurse, and support services provided to other students.
- 4.02.1.56 Coordinate the ALE with state and federal student assistance programs.
- 4.02.1.67 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).~~
- 4.02.1.78 ~~Have an Alternative Education Placement Team in place in order to determine student placement in the ALE. This team should~~ shall include the referring school counselor, ~~the ALE administrator, director or building principal,~~ and LEA special education or 504 representative, if applicable, ~~a~~ A parent or legal guardian and the student's a regular classroom teacher(s) should be included in the student placement determination. The school district shall document efforts of contacting the parent/guardian to schedule a meeting or a phone call for a placement meeting at the parent/guardian's convenience.
- 4.02.1.89 Maintain documentation of the presence of the characteristics listed in the student's plan.
- 4.02.1.9-10 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.
- 4.02.1.10-11 Provide that computer programs when used in the ALE setting will supplement teacher instruction.
- 4.02.1.11-12 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.

4.02.1.12-13 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.

4.02.1.13-14 Develop exit criteria on which to base a student's return to the regular program. A positive behavior or transitional plan shall be in place prior to returning an ALE student to the prior classroom placement.

4.02.1.14-15 Require ALE staff to meet the same professional development requirements as other certified staff.

4.02.1.15-16 -The Department ADE shall monitor ALEs as required in compliance with Ark. Code Ann. § 6-18-509.

4.02.1.17 All districts within an agreed upon consortium must submit the contract agreement to ADE by October 1 of each school year.

4.02.1.18 All students attending a consortium shall follow the lead district's school calendar.

4.02.1.19 Meals provided at remote ALE facilities shall follow the Arkansas Child Nutrition guidelines or shall be approved by the Arkansas Department of Education's Child Nutrition Section.

4.03 ALE Funding

4.03.1 The ALE funding amount shall be the amount required by law times the district's eligible ALE students' full time equivalent (FTE) in the previous school year as defined in ~~this Rule~~ these Rules.

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 Prior to the 2010-2011 school year, an Alternative Learning ALE Student is a student who has attended been enrolled in an eligible ALE for a minimum of twenty (20) days per school year.

4.03.3.2 Beginning with the 2010-2011 school year, an ALE Student is a student who has been enrolled in an eligible ALE for a minimum of twenty (20) consecutive days per school year.

4.03.3.2-3 Full Time Equivalent (FTE) ~~Alternative Learning ALE~~ Student is an ~~alternative learning ALE~~ 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 ALE programs activities identified in ~~this Rule~~ these Rules 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~~ these Rules.

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~~ ELL students 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~~ ADE 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~~ 5.03.2 Maculaitis Assessment of Competencies

~~5.03.5 Language Assessment Battery~~

5.03.2 English Language Development Assessment (ELDA)-English Language Proficiency Screener

5.04 ELL funding shall be expended for ~~the following~~ eligible activities including, but not limited to, the following:

5.04.1 Salaries for ELL-skilled instructional services (not supplanting district financial obligations for providing teachers for ELL students).

5.04.2 Funds for teacher training, consultants, workshops, ELL course work including ~~Department~~ ADE 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 Language and cultural skills training for school-based health service providers, counseling services providers, and, community liaison staff ~~with language and cultural skills~~ as needed to serve appropriate to the ELL students population.

5.04.6 Assessment activities, which ~~address~~ include test administration, identification, placement, and review of ELL student academic progress, as well -as evaluation activities to determine the effectiveness of the district's ELL program.

5.04.7 Funds for the implementation of supplemental instructional services for ELL students.

5.04-05 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~~ these Rules.

5.05-06 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~~ National school lunch state categorical funding amount ~~under Ark. Code Ann. § 6-20-2305 (b) (4)~~ shall be determined by based on the district's total number of national school lunch students identified as eligible to participate in the NSLA Program for the immediately preceding school year determined under 3.15 of these Rules, divided by the district's total enrolled students for the immediately preceding school year. ~~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 five tenths. If the school district is a Provision 2 district, this funding is based on the school district's percentage of national school lunch students submitted in the base year, multiplied by the number of enrolled students for the immediately preceding school year. NSLA funding for Provision 2 districts shall be determined as defined in Ark. Code Ann. § 6-20-2303 (12)(B)(i) and (ii).~~ For determination of the per student amount of national school lunch state categorical funding, the percentage 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 five tenths

6.01.1 For school ~~Districts~~ districts in which with ninety percent (90%) or greater of the previous school year's enrolled students eligible for the NSLA Program are national school lunch students, shall receive per student national school lunch state categorical funding shall be the amount required by Ark. Code Ann. § 6-20-2305(b)(4)(A)(i) ~~law~~ for each student eligible for the NSLA Program.

6.01.2 For school ~~Districts~~ districts in which with less than ninety percent (90%) and but at least seventy percent (70%) of the previous school year's enrolled students eligible for the NSLA Program are national school lunch students, shall receive per student national school lunch state categorical funding shall be the amount required by Ark. Code Ann. § 6-20-2305(b)(4)(A)(ii) ~~law~~ for each student eligible for the NSLA Program.

- 6.01.3 ~~Districts~~ For school districts in which with less than seventy percent (70%) of the previous school year's enrolled students are national school lunch students, eligible for the NSLA Program shall receive per student national school lunch state categorical funding shall be the amount required by Ark. Code Ann. § 6-20-2305(b)(4)(A)(iii). ~~law for each student eligible for the NSLA Program.~~
- 6.01.4 Districts must participate in the federal ~~National School Lunch~~ NSLA Program to receive ~~NSLA~~ national school lunch state categorical 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~~ ADE shall verify the Cycle 2 report for accuracy.
- 6.02.2 Adjustments to the Cycle 2 report shall be made by the ~~Department~~ ADE based on documentation provided by the school district.
- 6.03 ~~NSLA~~ National School Lunch State Growth Funding
- 6.03.1 The ~~Department~~ ADE 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~~ it shall qualify for ~~NSLA~~ National School Lunch State Growth Funding.
- 6.03.3 Districts that qualify for funding shall receive ~~NSLA~~ National School Lunch State 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 federal NSLA Program multiplied by the per student funding amount determined in 6.01.
- 6.04 ~~Transitional NSLA~~ National School Lunch State Funding Methods ~~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, one-third increasing or decreasing 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 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 per student NSLA Funding at the end of the transition process than is due to be paid to the district in NSLA funding as a result of the transition funding process.~~

6.04.1 Beginning with the 2009-2010 school year, if a school district receives, in the current school year, national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4)(A) that is based on a different per student amount of national school lunch state categorical funding than the school district received in the immediately preceding school year, due to a percentage change in national school lunch students, the Department ADE shall adjust the funding to the school district in a transitional three-year period.

6.04.2 The amount of national school lunch state categorical funding under Ark. Code Ann. § 6-20-2305(b)(4)(A) shall be increased or decreased in each year of a three-year transition period by one-third (1/3) of the difference between the amount of national school lunch state categorical funding per student for the current year and the amount of national school lunch state categorical funding per student for the immediately preceding year, adjusted for changes to the funding rates in Ark. Code Ann. § 6-20-2305(b)(4)(A).

6.04.3 The method of transition for a school district that experiences a decrease in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using the following example of a decrease in national school lunch state categorical funding per student from \$1,488 in the immediately preceding year to \$992 in the current year:

For illustrative purposes:

- Year one (current year) of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,322.67 (\$1,488 - \$165.33).
- Year two of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,157.34 (\$1,322.67 - \$165.33).
- Year three (final year) of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$992 (\$1,157.34 - \$165.34).

6.04.4 The method of transition for a school district that experiences an increase in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using the following example of an increase in national school lunch state categorical funding per student from \$992 in the immediately preceding year to \$1,488 in the current year:

For illustrative purposes:

- Year one (current year) of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,157.33 (\$992 + \$165.33).
- Year two of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,322.66 (\$1,157.33 + \$165.33).
- Year three (final year) of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,488 (\$1,322.66 + \$165.34).

6.04.5 The method of transition for a school district that, within a three-year period, experiences both a decrease and an increase in the amount of national school lunch state categorical funding per student under Ark. Code Ann. § 6-20-2305(b)(4)(A) is detailed using the following two examples:

6.04.5.1 In the first example, a school district experiences an *increase* in national school lunch state categorical funding per student from \$992 in the immediately preceding year to \$1,488 in the current year, and a *decrease* to \$992 in the following year. In this instance, the transition is completed in two years rather than three.

For illustrative purposes:

- Year one (current year) of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$1,157.33 (\$992 + \$165.33).
- Year two (final year) of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$922 (\$1,157.33 - \$165.33).

6.04.5.2 In the second example, a school district experiences a decrease in national school lunch state categorical funding per student from \$992 in the immediately preceding year to \$496 in the current year, no change in the second year, and an increase to \$992 in the third year. In this instance, the transition is completed in four years rather than three.

For illustrative purposes:

- Year one (current year) of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$826.67 (\$992 - \$165.33).
- Year two of transition (decrease 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$661.34 (\$826.67 - \$165.33).
- Year three of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$826.67 (\$661.34 + \$165.33).
- Year four (final year) of transition (increase 1/3) – the transitioned amount of national school lunch state categorical funding per student is \$992 (\$826.67 + \$165.33).

6.05 Each school district ~~receiving with NSLA national school lunch state categorical students funds~~ shall provide a ~~research-based~~ research-based program(s) or purpose(s) for students scoring below proficiency ~~eligible for NSLA funding~~ in order to improve instruction and increase academic achievement of those students. This does not prohibit use of funds in performing schools to continue doing those strategies that are sustaining that performance.

6.05.1 Effective July 1, 2010, chronically underperforming schools shall develop and implement its ACSIP plan and shall use national school lunch state categorical funding to include, but not limited to:

6.05.1.1 Use of an Arkansas Scholastic Audit in school not meeting adequate yearly progress for three (3) or more consecutive years of School Improvement.

6.05.1.2 Use disaggregated school data to set academic targets in reading, writing, mathematics, and science.

6.05.1.3 Use improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating student subgroups as identified in need.

6.05.1.4 Develop interim building-level assessment to monitor student progress toward proficiency on the state benchmark assessments.

6.05.1.5 Develop a plan to immediately address gaps in learning

6.05.1.6 Examine and realign, as needed, school scheduling, academic support systems, and assignments of personnel to improve student achievement.

6.05.1.7 Design a plan for increasing parental knowledge and skill to support academic objectives.

6.05.1.8 Evaluate the impact of the before mentioned educational strategies on student achievement.

6.06 National school lunch ~~NSLA~~ state categorical 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.

6.06.1 ~~NSLA~~ National school lunch state categorical 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 6.07 of ~~this Rule~~ these Rules .

6.06.2 -A district may use ~~NSLA~~ national school lunch state categorical funds as a bonus or to supplement salaries above the minimum salary schedule required by Ark. Code Ann. § 6-17-2403 provided the school district is in compliance with and meets the eligibility provision of ~~this rule~~ these Rules.

6.06.3 School districts may use ~~NSLA~~ national school lunch state categorical 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 In its ACSIP, the ~~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~~ national school lunch state categorical funds to only pay the salaries of those class-size-reduction teachers or other teachers designated by the ADE as bona fide ~~NSLA~~ national school lunch state categorical program or purpose expenditures as allowed by Section 6.07 of these ~~Rules~~ 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~~ ACSIP;

6.06.3.2 Any district which did not use ~~NSLA~~ national school lunch state categorical 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~~ national school lunch state categorical 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-national school lunch state categorical 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-national school lunch state categorical funds used to increase teacher salaries as required and mandated by Ark. Code Ann. § 6-20-2305 ~~by Act 1590 of 2007~~.

6.06.3.4 National school lunch state categorical funds to support the salaries of the class-size reduction teachers shall only be used to reduce the pupil-to-teacher ratios required by the Standards of Accreditation for each single grade level.

6.07 NSLA-National school lunch state categorical 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:

6.07.1 Employing Literacy and/or Mathematics and/or Science Specialists/Coaches (K-12) and/or instructional facilitators that meet the following requirements:

6.07.1.1 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.

6.07.1.2 Qualifications for Specialists/Coaches (K-12 and/or Instructional Facilitators):

- At least ~~three~~ four 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).

6.07.2 Providing ~~research-based~~ 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).

6.07.3 Employing highly qualified classroom teachers in grades Kindergarten through twelfth grade (K-12) pursuant to the restrictions set forth in Section 6.06 of this Rule.

6.07.4 Providing research-based before and after-school academic programs, including transportation to and from the programs.

6.07.5 Providing research-based pre-kindergarten programs that meet the program standards as outlined in the Rules Governing the Arkansas Better Chance program.

6.07.6 Employing Tutors:

6.07.6.1 Tutors must be able to demonstrate competency (as determined locally) in each area where instruction is provided.

6.07.6.2 Tutors must work under the supervision of highly qualified classroom teachers.

6.07.7 Employing Teacher's Aides:

6.07.7.1 Teacher's aides must be highly qualified.

6.07.7.2 Teacher's aides must work under the direct supervision of highly qualified teachers.

6.07.8 Employing ~~certified~~ licensed counselors and nurses above standard mandates. ~~licensed social workers and/or nurses.~~

6.07.9 Employing coordinated school health coordinator

6.07.10 Employing human service workers

6.07.11 Employing licensed mental health counselors

6.07.12 Employing licensed certified social workers or licensed social workers

6.07.9-13 Employing Curriculum Specialists:

6.07.13.1 The Curriculum Specialists shall meet current licensure requirements that are outlined in the Rules Governing Initial and Standard Administrator Licensure.

6.07.14 Employing School Resource Officers (SRO) whose job duties include research-based methods and strategies tied to improving achievement of students at risk.

6.07.15 Providing experience-based field trips

6.07.40-16 -Providing parent education that addresses the whole child.

6.07.44-17 Providing summer programs that ~~employ~~ implement research-based methods and strategies.

- 6.07.12~~18~~ Providing early intervention programs:
- 6.07.12~~18~~.1 Early intervention means short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is beginning in the initial, kindergarten through grade one (K-1), stages of learning social skills, early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor behavior and problem-solving habits which become difficult to change.
- 6.07.13~~19~~ 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.
- 6.07.14~~20~~ -Other activities approved by the ~~Department~~ ADE that will further the purposes of this Section. Such activities include, but are not limited to, research-based activities and activities directed at chronically under-performing schools.
- 6.08 Use of ~~these~~ national school lunch state categorical 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.
- 6.08.1 The district shall evaluate programs supported by ~~NSLA~~ national school lunch state categorical funds annually to ensure that the programs are providing intervention/prevention services designed to increase student achievement.
- 6.08.2 The district shall maintain documentation that supports gains in student achievement as measured by the state assessment system.
- 6.09 ~~NSLA~~ National school lunch state categorical 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~~ these Rules or law.
- 6.10 ~~NSLA~~ National school lunch state categorical funding is restricted state aid, except as otherwise allowed by law or Rule.
- 6.11 ~~Flexibility In Use of NSLA Categorical Funding~~ Use of excess NSLA national school lunch state categorical funds to supplement teacher salaries
- 6.11.1 ~~Bonuses—Only these s~~ School districts which that have met meet the needs of students for whom the additional national school lunch state categorical funds are provided, and that have following conditions as verified in writing by the Commissioner of Education (or his/her designee) shall be allowed to use excess ~~NSLA~~ national school lunch state categorical funds, may request to use the excess NSLA national school lunch state categorical funds to supplement teacher salaries under the following conditions: 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 the current school year the following:~~

~~6.11.1.1.1~~

6.11.1.1 That the school district shall not use any portion of the NSLA national school lunch state categorical funds that are carry forward or reserve funds as a ~~bonus~~ supplement to classroom teacher salaries;

~~6.11.1.1.2~~

6.11.1.2 That the school district is meeting the minimum teacher salary schedule under Ark. Code Ann. § 6-17-2403 without using ~~current year, carry forward or reserve~~ NSLA national school lunch state categorical funds;

~~6.11.1.1.3~~

6.11.1.3 ~~That the school district is in full compliance with the rules and laws governing the Standards for Accreditation of Arkansas Public Schools under Ark. Code Ann. § 6-15-201 et seq. and the rules and laws governing the Arkansas Fiscal and Accountability Program under Ark. Code Ann. § 6-20-1901 et seq. without using current year, carry forward or reserve NSLA national school lunch state categorical funds. No school district in probationary violation of the Standards of Accreditation or not in compliance with fiscal distress laws shall be allowed to use NSLA funds to pay a bonus to all classroom teachers as allowed in Section 6.11.1.~~

~~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 6.11.1 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.~~

6.11.1.4 The school district shall not allocate or use any excess NSLA national school lunch state categorical funds in any manner except to supplement teacher salaries, unless in accordance with the transfer provisions stated in section 8.00 of this rule

6.11.1.5 Excess NSLA national school lunch state categorical funds used as a bonus to supplement teacher salaries shall not be considered a permanent obligation under the school district's teacher salary schedule.

6.11.1.6 The school district will include the amount and uses of excess national school lunch state categorical funds in its ACSIP.

6.11.1.7 The district has met or is meeting the adequate educational needs of students.

6.11.1.8 The district has prudently managed its resources

6.11.1.9 The district has met all requirements of Section 6.11 of this Rule

6.11.1.10 If the district used excess national school lunch state categorical funds in the prior year to supplement teacher salaries, the district has submitted the required report on prior year expenditures as required by Section 6.11.5.

6.11.1.11 The district has submitted the portion of its ACSIP that described the uses of national school lunch state categorical funds.

6.11.1.12 The district has complied with the mandatory 20% reduction of actual amount of prior year national school lunch state categorical funds used to supplement teacher salaries above the minimum teacher salary schedule until the district has no more than 20% of the total of current year national school lunch state categorical funds used as a supplement to teacher salaries above the minimum teacher salary schedule.

~~6.11.2 No school district that is currently in probationary violation of the Standards for Accreditation or not in compliance with fiscal distress laws shall be allowed to use NSLA funds to pay bonuses to all classroom teacher salaries.~~

6.11.2 A school district requesting to use excess NSLA national school lunch state categorical funds as a supplement to the minimum teacher salary schedule under Ark. Code Ann. § 6-17-2403 shall provide the following information to the Commissioner of Education, or designee, by February 15 of the school year for which approval is requested:

- 6.11.2.1 A statement of assurance attesting to compliance with sections 6.11.1 of these Rule
- 6.11.2.2 The actual amount of excess NSLA national school lunch state categorical funds used to supplement salaries above the required minimum salary schedule in the previous school year, the actual amount of total NSLA national school lunch state categorical funds received in the previous school year, and the actual percentage of NSLA national school lunch state categorical funds used as a supplement above the required minimum salary schedule to total NSLA national school state categorical funds received
- 6.11.2.3 The budgeted amount of excess national school lunch state categorical funds used to supplement salaries above the required minimum salary schedule in the current school year, the budgeted amount of total national school lunch state categorical funds received in the current school year, and the calculated percentage of national school lunch state categorical funds used as a supplement above the required minimum salary schedule to total national school lunch state categorical funds received in the current year.
- 6.11.2.4 If the percent of excess national school lunch state categorical funds used as a supplement above the required minimum salary schedule to total national school lunch state categorical funds received is greater than twenty percent (20%), the district shall reduce by twenty percent (20%) the actual amount of prior year national school lunch state categorical funds used to supplement teacher salaries above the minimum teacher salary schedule until the district has no more than twenty percent (20%) of the total of current year national school lunch state categorical funds used as a supplement to teacher salaries above the minimum teacher salary schedule.
- 6.11.2.5 No school district shall use national school lunch state categorical funds to supplement salaries above the required minimum salary schedule without first obtaining the express written approval of the Commissioner of Education of his/her designee.

~~6.11.3 No school district shall use NSLA funds to pay a bonus to classroom teachers without first obtaining the express written approval of the Commissioner of Education or his/her designee.~~

6.11.3 A school district requesting to use excess national school lunch state categorical funds as a supplement in the form of a bonus, shall provide the following information to the Commissioner of Education, or designee, by February 15 of the school year for which approval is requested.

6.11.3.1 A statement of assurance attesting to compliance with sections 6.11.1 of this Rule

6.11.3.2 The information required in Section 6.11.2, and any other information requested by the ADE,

6.11.3.3 The amount of funds to be used as a bonus

6.11.3.4 The total amount of national school lunch state categorical funds the district will receive in that year

6.11.3.5 In response to the district's request, the Commissioner shall evaluate the district's test scores against the state averages as one indicator of how the district has met the educational needs of students. Tests may include, but not be limited to, grades three (3) through eight (8) state required benchmark exams in math and literacy and state required end-of-course exams for algebra, biology, geometry, and literacy.

6.11.3.6 As additional assessment data becomes available, it may also be included in the Commissioner's review

6.11.3.7 No school district shall use national school lunch state categorical funds as a bonus without first obtaining the express written approval of the Commissioner of Education or his/her designee.

6.11.4 Upon review of the information required in Section 6.11.2, 6.11.3, and any other information requested by the Department ADE, if the Commissioner of Education, or designee, determines the school district has met the needs of students, has prudently managed its resources, and has complied with these Rules and the law, the Commissioner shall give written approval of the use of excess national school lunch NSLA state categorical funds to supplement teacher salaries.

6.11.4.1 Such approval is limited to one school year.

~~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 By September 15 ~~On or before June 15~~ of each school year, any school district that received written approval to which was granted flexible use of national school lunch NSLA state categorical funds under this rule as a supplement to teacher salaries in the previous school year shall issue a written report to the Commissioner of Education listing:

6.11.5.1 Each program upon which national school lunch NSLA state categorical funds were expended;

6.11.5.2 The actual amount of national school lunch NSLA state categorical funds expended on each program;

6.11.5.3 Information required in Section 6.11.2 and 6.11.3, and any other information requested by the Department ADE

~~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 Department;
- 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 [Arkansas Comprehensive School Improvement Plan](#), those reports and information required by ~~this rule~~ [these Rules](#), 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 [national school lunch](#) ~~NSLA-state categorical~~ 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 [national school lunch](#) ~~NSLA-state categorical~~ funds dedicated for use or application as a bonus shall be removed from and not used as a bonus and may require the school district to redirect the [national school lunch](#) ~~NSLA-state categorical~~ 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.~~

6.11.7 Only those school districts which previously used or applied excess [national school lunch](#) ~~NSLA-state categorical~~ funds to supplement the teacher salary schedule for all classroom teachers in the district as part of a salary obligation may continue to use [national school lunch](#) ~~NSLA-state categorical~~ 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 ~~these Rules~~ [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 § 6-202305(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 6.11 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. 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).~~

~~6.12.1 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~~ [these Rules](#).

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~~ these Rules, 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~~ these Rules.

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 State Funding for ALE, ELL, NSLA National School Lunch Students, 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~~ these Rules.

8.02 Special needs state funding of ALE, ELL, NSLA National School Lunch students, and Professional Development may be used for any of the expenditures identified in ~~this Rule~~ these Rules.

8.03 Districts shall report the funds received under each special needs state funding category.

8.04 Districts shall report the expenditures of all special needs state 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~~ ADE determines that a district would lose any federal funding due to these explicated expenditure requirements, the special needs state funds may be expended for other academic programs or salaries, as permitted by the ~~Department~~ ADE.

**Arkansas Department of Education
Proposed Rules Governing Closing the Achievement Gap
January 2010**

1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education (ADE) Rules Governing Closing the Achievement Gap.

1.02 The State Board of Education (SBE) promulgated these Rules pursuant to Act 949 of 2009, Ark. Code Ann. § 6-15-2701.

2.0 Purposes

2.01 To provide intervention and support to public school districts to address the severity of achievement gaps.

2.02 To increase accountability for achievement gaps in school districts.

3.0 Definitions

3.01 Arkansas Comprehensive School Improvement Plan (ACSIP)—a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced in the Arkansas Comprehensive Assessment Program.

3.02 Chronically Underperforming School- a public school that does not meet adequate yearly progress under the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq., as it existed on July 1, 2009, for three (3) or more consecutive years.

3.03 National School Lunch Categorical Funding – is the categorical funding under Ark. Code Ann. § 6-20-2305(b).

3.04 Scholastic Audit – is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts.

3.05 Academic Improvement Targets – specific achievement goals in an academic content area based on disaggregated school data.

3.06 Interim Assessments –assessments administered during instruction to evaluate student’s knowledge and skills relative to a specific set of academic goals in order to inform policy maker or educator decisions at the classroom, school, or district level.

4.0 Funding

4.01 A school district that has a chronically underperforming school shall use its national school lunch categorical funding under § 6-20-2305(b)(4) to evaluate the impact of educational strategies used by the chronically underperforming school to address the achievement gap among students in the chronically underperforming school.

4.01.1 Identify the categories of programs and intervention strategies used with national school lunch state categorical funding; and

4.01.2 Report the benchmark assessment scores for the end of the immediately preceding school year and for the end of the current year of students involved in the programs and intervention strategies supported with national school lunch state categorical funding.

5.0 Arkansas Comprehensive School Improvement Plan

5.01 Chronically underperforming schools shall develop and implement a comprehensive school improvement plan and shall use its national school lunch state categorical funding (NSLA) to include but not limited to:

5.01.01 Use an Arkansas Scholastic Audit at Year 3 and beyond of School Improvement;

5.01.02 Use disaggregated school data to set academic targets in reading, writing, mathematics, and science;

5.01.03 Use improvement targets to define professional development needs related to content, instruction, differentiation, and best practices in educating special education students, gifted and talented students, English language learners, and other student subgroups as identified in need;

5.01.04 Develop interim building-level assessments to monitor student progress toward proficiency on the state benchmark assessments;

5.01.05 Develop a plan to immediately address gaps in learning;

5.01.06 Examine and realign, as needed, school scheduling, academic support systems, and assignments of personnel;

5.01.07 Design a plan for increasing parental knowledge and skill to support academic objectives; and

5.01.08 Evaluate the impact of the before mentioned educational strategies on student achievement.

6.00 Monitoring/Evaluation

6.01 Regular monitoring activities of the closing the achievement gap requirements within these Rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the closing the achievement gap activities of any school or school district to determine compliance with the closing the achievement gap requirements.

6.02 The criteria for evaluating the impact of closing the achievement gap activities shall be the improvement of student achievement on State criterion-referenced assessments, State norm-referenced assessments, other related indicators as defined by ACTAAP and the evaluations of the closing the achievement gap activities. These data shall be used to revise ACSIP.

DRAFT

Stricken language would be deleted from and underlined language would be added to the law as it existed prior to this session of the General Assembly.

Act 949 of the Regular Session

1 State of Arkansas
2 87th General Assembly
3 Regular Session, 2009

As Engrossed: H3/20/09

A Bill

HOUSE BILL 2163

4
5 By: Representative Rainey
6 By: Senator Elliott

7
8
9 **For An Act To Be Entitled**

10 AN ACT TO INCREASE ACCOUNTABILITY FOR ACHIEVEMENT
11 GAPS IN SCHOOL DISTRICTS; TO PROVIDE INTERVENTION
12 AND SUPPORT TO PUBLIC SCHOOL DISTRICTS TO ADDRESS
13 THE SEVERITY OF ACHIEVEMENT GAPS; AND FOR OTHER
14 PURPOSES.

15
16 **Subtitle**

17 TO INCREASE ACCOUNTABILITY FOR
18 ACHIEVEMENT GAPS IN SCHOOL DISTRICTS AND
19 TO PROVIDE INTERVENTION AND SUPPORT TO
20 PUBLIC SCHOOL DISTRICTS TO ADDRESS THE
21 SEVERITY OF ACHIEVEMENT GAPS.

22
23
24 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

25
26 Section 1. Arkansas Code Title 6, Chapter 15, is amended to add an
27 additional subchapter to read as follows:

28 Subchapter 27. Closing the Achievement Gap Program

29 6-15-2701. Closing the achievement gap program.

30 (a) As used in this section, "chronically underperforming school"
31 means a public school that does not meet adequate yearly progress under the
32 No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq., as it existed on
33 July 1, 2009, for three (3) or more consecutive years.

34 (b)(1) A school district that has a chronically underperforming school
35 shall use its national school lunch state categorical funding under § 6-20-



1 2305(b)(4) to evaluate the impact of educational strategies used by the
2 chronically underperforming school to address the achievement gaps among
3 students in the chronically underperforming school.

4 (2) The evaluation shall:

5 (A) Identify the categories of programs and intervention
6 strategies used with national school lunch state categorical funding; and

7 (B) Report the benchmark assessment scores for the end of
8 the immediately preceding school year and for the end of the current school
9 year of students involved in the programs and intervention strategies
10 identified under this subdivision (b)(2).

11 (c) The Department of Education shall:

12 (1) Promulgate rules necessary to implement this section,
13 including without limitation establishing the categories by which a
14 chronically underperforming school shall identify programs and intervention
15 strategies under subsection (b) of this section;

16 (2) In a chronically underperforming school's comprehensive
17 school improvement plan, direct the use of national school lunch state
18 categorical funding for strategies to close gaps in academic achievement,
19 including without limitation:

20 (A) Using an Arkansas Scholastic Audit;

21 (B) Using disaggregated school data to set academic
22 improvement targets in reading, writing, mathematics, and science;

23 (C) Using improvement targets to define professional
24 development needs related to content, instruction, differentiation, and best
25 practices in educating special education students, gifted and talented
26 students, English language learners, and other student subgroups as needed;

27 (D) Developing interim building-level assessments to
28 monitor student progress toward proficiency on the state benchmark
29 assessments;

30 (E) Developing a plan to immediately address gaps in
31 learning;

32 (F) Examining and realigning, as needed, school
33 scheduling, academic support systems, and assignments of personnel; and

34 (G) Designing a plan for increasing parental knowledge and
35 skill to support academic objectives; and

36 (3) By August 1 of each year, report to the House Committee on

1 Education and the Senate Committee on Education on:

2 (A) The use of national school lunch state categorical
3 funding by chronically underperforming schools in the state; and

4 (B) The status of the achievement gaps at chronically
5 underperforming schools in the state.

6 (d) The department shall identify the chronically underperforming
7 schools with the largest achievement gaps among students and give to those
8 chronically underperforming schools the department's highest priority for:

9 (i) Monitoring school improvement plans; and

10 (ii) Providing support under this subchapter.

11
12 /s/ Rainey

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14 **APPROVED: 4/6/2009**

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Arkansas Department of Education
Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability Program
and the Academic Distress Program
July 2010

- 1.0 Regulatory Authority
 - 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).
 - 1.02 The State Board of Education promulgated these Rules pursuant to implementation of A.C.A. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, 25-15-204 and Act 1307 of 2009.
- 2.0 Purposes of Rules
 - 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
 - 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:
 - 2.02.1 Set ~~C~~clear academic standards that are periodically reviewed and revised;
 - 2.02.2 Establish ~~P~~professional development standards for all administrators, teachers and instructional support personnel;
 - 2.02.3 Establish ~~E~~xpected achievement levels;
 - 2.02.4 Reporting on student achievement and other indicators;
 - 2.02.5 Provide ~~School and school-district~~ evaluation data;
 - 2.02.6 Recognize academic success and failure;
 - 2.02.7 Apply awards and sanctions; and
 - 2.02.6 ~~A system of sanctions and rewards based on performance of schools and school-districts~~; and
 - 2.02.78 Compliance with current federal and state law and State Board rules and regulations of Education policies.
 - 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency

through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.

- 2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
 - 2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
 - 2.06 To outline testing and assessment security and confidentiality requirements.
 - 2.07 To establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- 3.0 Definitions – For the purpose of these Rules, the following terms mean:
- 3.01 “Academic Content Standards” – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area. a series of documents that specify what a student enrolled in an Arkansas Public School should know and be able to do. These Academic Content Standards also provide the foundation for development of the State assessment system.
 - 3.02 “Academic Distress” – a classification assigned to any public school district in which 75% or more of its students perform at the “below basic” performance level on the criterion-referenced assessments administered in that district.
 - 3.03 “Academic Improvement Plan (AIP)” – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program criterion-referenced assessments and state mandated developmental appropriate assessments for K-2 (or delayed as that term is defined in “Uniform Readiness Screening”). Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.
 - 3.04 “Adequate Yearly Progress” – the level of academic performance required of public schools or school districts on the state-mandated augmented

crit~~erion~~-referenced, or norm-referenced assessments and/or other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, ACTAAP, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001 ~~State and Federal law~~.

- 3.05 “Alternative Education Intervention Program” – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.
- 3.06 “Approved Early Reading Assessments” – Those assessments that identify students’ strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
- 3.07 “Approved Intensive Reading Program” – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.
- 3.08 “Annexation” – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.
- ~~3.089~~ “Arkansas Comprehensive Assessment Program” – ~~means~~ The testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; assessments for kindergarten, Grades one and two, national norm-referenced tests in Grades 3 through 9, any other assessments as required by the State Board of Education, criterion-references tests for Grades 3 through 8, or (3) other assessments which that are based on researched best practices as determined by qualified experts which that would be in compliance with federal and state law; and (4) End-of-Course tests examinations for designated grades and content areas; and the high school literacy assessment test.
- ~~3.0910~~ “Arkansas Comprehensive Testing, Assessment and Accountability Program” – ~~means~~ a comprehensive system that focuses on high academic standards, professional development, student assessments, and accountability for ~~all~~ schools.
- ~~3.1011~~ “Arkansas Comprehensive School Improvement Plan (ACSIP)” – the individual school’s a comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. -an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance as evidenced in the

~~Arkansas Comprehensive Assessment Program as defined in Section 3.08. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426 at least every two years. Components of the plan include professional development, technology, and materials and resources necessary to carry out the activities of the plan. Additionally, this plan shall become the application for all instructional federal programs as administered by the Department of Education.~~

- 3.12 “Augmented Test” – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.
- ~~3.143~~ “Awards” – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
- ~~3.124~~ “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- ~~3.135~~ “Board” – The Arkansas State Board of Education.
- 3.16 “Consolidation” – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.
- ~~3.147~~ “Criterion-Referenced Test (CRT)” – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State’s Academic Content Standards.
- ~~3.158~~ “Department” – The Arkansas Department of Education.
- ~~3.4619~~ “District Improvement Plan” – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district a compilation of the individual school improvement plans which align the district’s resources to meet the needs of the individual school’s plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program criterion-referenced assessments.
- ~~3.4720~~ “Early Intervention” – a short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis ~~systemic assessment~~ that occurs while a child is in the initial, kindergarten through

grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student's ability to function proficiently at grade level.

- 3.1821 “Elementary School” – public school(s) having some combination of grades kindergarten through four (K – 4).
- 3.1922 “End-of-Course Exam” – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills. End-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.
- 3.2023 “Essential Elements – Early Reading”
 Comprehension – Ability to understand and communicate; Understanding and remembering what is read
 Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Recognizing words accurately, fluently, and independently
 Fluency – Ability to read text accurately, quickly and with expression, volume, phrasing, smoothness and appropriate pace;
 Phonemic Awareness – Ability to hear and manipulate the sounds structure of in spoken language;
 Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively. Words that must be known to communicate effectively
- 3.2124 “Grade Level” – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or advanced level on state-mandated Arkansas Comprehensive Assessment Program tests or benchmark assessments at the specified grade that is age-appropriate for that student(s).
- 3.25 “General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of a course of study set by the State Board of Education:
(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory mastery of the subject level content in that end-of-course assessment;
and

(b) for which failure to meet that requisite scale score requires sufficient remediation before a student is entitled to receive full academic credit for the course.

(c) Further guidance concerning the administration and remediation of general end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

3.226 ~~“High School” – public school(s) having some combination of grades nine through twelve (9-12)~~ 9 – 12.

3.27 “High School Literacy Assessment” – an end-of-level literacy assessment given to all students in grade eleven (11).

3.28 “High-Stakes End-of-Course Assessment” – a criterion-referenced assessment taken upon the successful completion of both the Algebra I and the English II course of study under Ark. Code Ann. § 6-15-433(b)(3)(A)(iii):

(a) to determine whether a student demonstrates, according to a requisite scale score established by rule of the State Board, attainment of sufficient knowledge and skills to indicate a necessary and satisfactory passing standard of the subject level content in that particular end-of-course assessment; and

(b) for which failure to meet the requisite scale score requires that the student shall not receive academic credit for the course of study for which the assessment was taken until the student meets the requisite scale score on the initial, a subsequent, or an alternative high-stakes end-of-course assessment as allowed or required by Arkansas law or by State Board rules.

(c) Further guidance concerning the administration and remediation of high-stakes end-of-course assessments may be found in the Arkansas Department of Education Rules Governing Public School End-of-Course Assessments and Remediation.

3.2329 “Intensive Reading Improvement Plan (IRI)” – An intervention program for any K-2 student identified with substantial reading difficulties.

3.2430 “Longitudinal Tracking” – means tracking individual student yearly academic achievement gains based on scheduled and annual assessments.

3.2531 “Middle School” or “Middle Level” – public school(s) having some combination of grades five through eight (5 – 8).

3.32 “No Child Left Behind Act” – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.

- 3.2633 “Norm-Referenced Test (NRT)” – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument.
- 3.34 “Parent” – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.
- 3.2735 “Participation in Remediation” - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.2836 “Pass Rate” – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.034 for the proficiency definition)
- 3.37 “Point-in-Time Intervention and Remediation” – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.
- 3.2938 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.
- 3.39 “Reconstitution” – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.
- 3.3040 “Remediation” – a process of using diagnostic instruments to provide providing corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies pursuant to their student academic improvement plan. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.
- 3.3441 “Safe Harbor” – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the

Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students.

- 3.3242 “Sanction” – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.3343 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years.
- 3.3444 “Starting Point” – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.
- 3.3545 “Secure Examination or Assessment” – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.
- 3.3646 “Substantial Reading Deficiency” – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).
- 3.3747 Uniform School Readiness Screening” - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering school for the first time. ~~specifically formulated for children entering public school for the first time that are intended for either kindergarten or first grade, as appropriate, and developed or adopted by the Board.~~
- 3.3848 “Value-Added Computations of Student Gains” – statistical analyses of the educational impact of the school’s instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.

4.0 Academic Content Standards

- 4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.

- 4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:
 - 4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;
 - 4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;
 - 4.02.3 Revisions by ~~C~~committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;
 - 4.02.4 Review and input by the Departments of Higher Education and Workforce Education as well as community members; and
 - 4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department Wweb site.
 - 4.03 The Board shall provide for external review of ~~revised~~ academic content standards by nationally recognized content experts in the discipline/area under consideration.
 - 4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state's-mandated augmented criterion-referenced ~~assessments and the~~ or norm-referenced assessments, ~~which that~~ conform to with the requirements of current state and federal law.
 - 4.05 ~~Each local school/school district shall engage in a procedure that will assure that the academic standards for every level—grades kindergarten through twelve (K-12) are aligned and education and financial resources are aligned with student performance expectations at each level.~~ Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.
- 5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for ~~G~~grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law.

~~Local School~~ district school boards of directors shall not establish school calendars that jeopardize or limit the valid testing and comparison of student learning gains.

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate, uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design decision. ~~Beginning with the 2004-2005 school year and thereafter, t~~The Department shall require that all school districts administer the uniform school readiness-screening instrument to each kindergarten student in the district ~~prior to or~~ upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade. ~~instrument as modified for use in first grade to determine placement.~~

5.01.2 Kindergarten, Grades 1 and 2: The Department shall select a developmentally appropriate assessment to be administered to all students in first grade and second grade kindergarten, ~~Grades one (1) and two (2)~~ in reading and mathematics.

5.02 Criterion-Referenced Tests - Grades three through eight and high school

5.02.1 The Department shall develop and implement an augmented, ~~or norm-referenced~~ assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in reading and writing literacy and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology I ~~(Biology begins in 2007-2008)~~; (3) High school literacy that measures application of knowledge and skills in reading and writing literacy; and (4) social studies as funds are available and approved by the State Board of Education.

5.02.2 All criterion-referenced assessments shall be based on the Arkansas Curriculum Frameworks and Academic Content Standards.

5.02.3 All students in Grades 3 – 8 as well as all students enrolled in courses for which End-of-Course assessments are administered, shall take the criterion-referenced assessments on the testing dates established by the Department. This requirement includes the high school literacy assessment. This authority shall include field testing and any other requirements needed to establish fully-developed assessment instruments and methodologies.

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures

established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

5.02.5.1 Each student in the specified grades shall participate as outlined in the test coordinator's handbook. A student shall participate in the Arkansas Alternate Assessment Program only upon the formal determination of :

5.02.5.1.1 The student's individual education program (IEP) committee, as documented in the student's individual educational program; or

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether ~~or not~~ participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the standard state assessments (augmented Benchmarks, and General and High-Stakes End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

5.02.5.3 Scores for students with disabilities shall be reported with other assessment results from the school.

5.02.5.4 LEP students shall participate in all required criterion referenced assessments. LEP students may access state approved accommodations provided such accommodations have been recommended by the language proficiency assessment committee and are used regularly in classroom instruction and assessment.

5.02.5.5 LEP students with less than one year in a U.S. school will not be required to take the State required literacy benchmark test or the High School Literacy ~~test~~Assessment. Districts may exercise this option. LEP students must take the appropriate mathematics and science tests.

5.03 Norm-Referenced ~~Assessments~~ Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in ~~G~~grade 3 through ~~G~~grade 9 in mathematics and reading and in

science at grades 5 and 7, which shall be administered by the Department annually.

- 5.03.2 Each school district shall administer the norm-referenced ~~assessments~~ tests to its students according to procedures established by the Department and specified in the applicable test administration materials.
- ~~5.03.3 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the norm-referenced assessments, proper administration of assessments, security, and effective use of the assessment reporting data to improve classroom instruction and learning.~~
- 5.04 National Assessment of Educational Progress
 - 5.04.1 Selected schools shall participate in any or all components of the National Assessment of Educational Progress (NAEP).
 - 5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.
- 5.05 Test Administration
 - 5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;
 - 5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:
 - 5.05.3 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;
 - 5.05.4 Ensuring that security is maintained as specified in the appropriate testing administration materials;
 - 5.05.5 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;
 - 5.05.6 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;

- 5.05.7 Ensuring that all assessment documents and student identification information are properly and accurately coded; and
- 5.05.8 Attesting whether ALL students have participated in the appropriate grade-level assessment(s).
- 5.05.9 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.
- 5.05.10 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.
- 5.05.11 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program. ~~State Assessment System.~~
- 5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.
- 5.07 Test Security and Confidentiality
 - 5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.
 - 5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section, ~~as provided under Arkansas Code §6-17-405 and following the Process for Certificate Invalidation as approved by the Board.~~ Additionally, the Board may sanction a school district and/or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:
 - 5.07.2.1 Revocation, suspension, or probation of an individual's license.
 - 5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state personnel file;
 - 5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;
 - 5.07.2.4 Additional professional development to be administered by the school district to all licensed school district personnel involved in test administration within the time specified;
 - 5.07.2.5 Issuance of a letter of warning to the school district; and

5.07.2.6 Establishment of a school district plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.

5.7.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

5.07.3 Procedures for maintaining the security and confidential integrity of all testing and assessment instruments and procedures shall be specified in the appropriate test or assessment administration instructions. Conduct that violates the security or confidential integrity of an test or assessment is defined as any departure from either the requirements established by the Commissioner of Education ~~the Department~~ for the administration of the assessment or from the procedures specified in the applicable test administration materials. Conduct of this nature may include, but is not limited to, the following acts and omissions:

5.07.3.1 Viewing secure assessment materials;

5.07.3.2 Duplicating secure assessment materials;

5.07.3.3 Disclosing the contents of any portion of secure assessment materials;

5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;

5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;

5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;

5.07.3.7 Failing to follow the specified testing procedures or to proctor students;

5.07.3.8 Failing to administer the assessment on the designated testing dates;

5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein ~~in this subsection~~;

5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in this section;

5.07.3.11 Failing to follow the specified procedures and required

criteria for alternate assessments; or,

5.07.3.12 Failing to return the secured test booklets back to the testing company in a timely manner.

5.07.4 The superintendent of each school district shall develop procedures to ensure the security and confidential integrity of all assessment instruments and test items. The superintendent shall be responsible for immediately notifying the Department in writing of conduct that violates the security or confidential integrity of an examination or assessment.

6.0 Student Performance Levels

6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each high-stakes end-of-course and high school literacy-assessment.

6.02 The Board shall establish four (4) performance levels for Grades K-2 for the norm-referenced assessment administered as part of the Arkansas Comprehensive Assessment Program for reading and mathematics. The following numerical scores define those performance levels.

Mathematics Norm Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-120	121-128	129-136	137-400
1	0-134	135-146	147-159	160-400
2	0-148	149-164	165-181	182-400

*Lowest possible standard score value is 80

Reading Norm-Referenced Assessment standard score cut scores*				
Grade	Below Basic	Basic	Proficient	Advanced
K	0-119	120-127	128-137	138-400
1	0-136	137-145	146-158	159-400
2	0-153	154-165	166-182	183-400

*Lowest possible standard score value is 80

6.03 Beginning ~~in~~ with the 2009-2010 school year, all initial high-stakes end-of

course assessments for Algebra I shall be administered by grade ten (10). Beginning with the 2013-2014 school year, all initial high-stakes end-of-course assessments for English II shall be administered by grade ten (10). ~~students in Grade 9 or below who are in enrolled in Algebra I are required to complete and meet the requisite scale score on the High-Stakes End-of-Course Algebra I Examination in order to receive an academic credit towards graduation.~~ The Board shall establish a requisite scale score of student performance on the High-Stakes End-of-Course Algebra I Examination. The following numerical scores define ~~those~~ that performance levels.

High-Stakes End-of-Course Algebra I Pass Scale Score	
Not Pass	Pass
158 and Below	159 and Above

- 6.04 The following numerical scores define the performance levels on the criterion-referenced assessments and on the ~~Students with Disabilities Alternate Assessments for Students with Disabilities~~ for Not Evident, Emergent, Supported Independence, Functional Independence and Independent. Functional Independence and Independent are considered to be grade level.

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

Literacy Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
3	0 - 329	330 - 499	500 - 653	654 & above
4	0 - 353	354 - 558	559 - 747	748 & above
5	0 - 381	382 - 603	604 - 798	799 & above
6	0 - 416	417 - 640	641 - 822	823 & above
7	0 - 425	426 - 672	673 - 866	867 & above
8	0 - 506	507 - 699	700 - 913	914 & above

Science Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced
5	0 - 153	154 - 199	200 - 249	250 & above
7	0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Algebra I Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Geometry Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 151	152 - 199	200 - 249	250 & above

General End-of-Course Biology Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 145	146 - 199	200 - 249	250 & above

Grade 11 Literacy Scale Score Ranges			
Below Basic	Basic	Proficient	Advanced
0 - 168	169 - 199	200 - 249	250 & above

Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	520 - 672	673 - 703	704 - 708	709 - 723	724 - 733
4	523 - 673	674 - 707	708 - 712	713 - 721	722 - 736
5	545 - 674	675 - 708	709 - 713	714 - 725	726 - 733
6	535 - 677	678 - 708	709 - 714	715 - 722	723 - 731
7	478 - 675	676 - 705	706 - 713	714 - 720	721 - 731
8	484 - 697	698 - 717	718 - 725	726 - 727	728 - 738

Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
3	487 - 663	664 - 685	686 - 710	711 - 730	731 - 734
4	503 - 672	673 - 692	693 - 712	713 - 727	728 - 733
5	545 - 664	665 - 692	693 - 717	718 - 730	731 - 735
6	518 - 637	638 - 684	685 - 709	710 - 721	722 - 732
7	464 - 620	621 - 674	675 - 708	709 - 722	723 - 736
8	442 - 622	623 - 690	691 - 719	720 - 726	727 - 742

Science Alternate Assessment for Students with Disabilities Scale Score Ranges					
Grade	Not Evident	Emergent	Supported Independence	Functional Independence	Independent
5	563 - 700	701 - 718	719 - 723	724 - 730	731 - 736
7	490 - 670	671 - 688	689 - 705	706 - 720	721 - 733

Grade 9 Mathematics Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
0 - 99	100 - 149	150 - 199	200 - 249	250 - 300

Science Grade 10 Alternate Assessment Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
486 - 600	601 - 664	665 - 692	693 - 715	716 - 742

Grade 11 Literacy Alternate Assessment for Students with Disabilities Scale Score Ranges				
Not Evident	Emergent	Supported Independence	Functional Independence	Independent
483 - 595	596 - 655	656 - 680	681 - 692	693 - 740

7.0 Student Accountability

- 7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.
- 7.02 ~~Beginning with the 2005-2006 school year,~~ a) students identified as failing to achieve at the proficient level on the state- ~~2004-2005 or any subsequent~~ mandated CRT (as referenced in Section 6.04~~3~~ tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments-Benchmarks, raw score points and Literacy Criterion Referenced Assessments, Benchmarks, raw score points, etc.); b) students in ~~G~~grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Sections 3.3~~4~~6 and 3.3~~7~~ Uniform Readiness Screening); and c) students in ~~G~~grades 1 and 2 not scoring proficient on the state mandated NRT (as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop, a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

- 7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.
- 7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the pPlan. The plan shall be signed by the appropriate school administrator and the parent/guardian.
- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.
- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
- 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
- 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
- 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

7.03 Retention for failure to participate in the Academic Improvement Plan

7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students. School districts shall notify parents, guardians or caregivers of remediation requirements and retention consequences for failure to participate in the required remediation at the beginning of the 2004-2005 school year. Beginning with the 2005-2006 school year, this information shall be included in the student handbook.

7.03.2 Beginning with the 2005-2006 school year, A student in grades three (3) through eight (8), identified as not passing a benchmark assessment and failing to participate in the subsequent AIP for an AIP who do not participate in the remediation program shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

7.03.3 Any student required to take a general end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.

7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to pass a general end-of-course assessment.

7.03.3.2 A student who is identified as not meeting the requisite scale score for a general end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the general end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.

7.03.34 Remedial instruction provided during high school years (Grades 7-12) may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.

- 7.03.45 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.
- 7.03.56 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.67 ~~Beginning in the 2005-2006 school year, S~~students not proficient on the ~~End-of-Course tests or on the H~~High ~~S~~School Literacy ~~T~~Test, shall participate in a remediation program ~~to receive credit for the corresponding course.~~
- 7.03.78 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.

7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.

7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.

7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.

~~Beginning with the 2009-2010 school year, students who fail to meet the pass rate on the end-of-course assessments shall not receive credit for the course until at least one of the following conditions are met. Any student failing to meet one of these conditions shall not be entitled to graduate with a high school diploma from an Arkansas high school or charter school.~~

~~7.03.7.1 The student is identified as meeting a satisfactory pass level on a subsequent end-of-course assessment.~~

~~7.03.7.1.1 No student that is identified as having failed to meet the satisfactory pass levels on an initial end-of-course assessment shall be entitled to take more than three (3) additional subsequent end-of-course~~

~~assessments. ADE will determine annually the schedule for administration of additional assessments.~~

~~7.03.7.1.2 Prior to a student taking additional end-of-course assessments, the student shall be given a sufficient opportunity and time for remediation.~~

~~7.03.7.2 The student is identified as having, by the end of grade twelve (12), finished an appropriate Alternate exit course and is identified as having met a satisfactory pass level on an Alternate assessment directly related to the Alternate exit course.~~

~~7.03.7.2.1 Any student that fails to pass the end-of-course assessment after three additional attempts shall be required to take and pass an Alternate exit course and meet a satisfactory Alternate level score on a subsequent Alternate assessment.~~

~~7.03.7.2.2 Alternate exit courses may be offered through a distance learning class and may be offered outside the normal school day.~~

~~7.03.7.3 The student is identified as a student with disabilities who, because of the nature of the disabilities, cannot meet the requirements. In such case that student may graduate from high school by demonstrating alternate competencies or Alternate levels of competency as contained in the student's individualized education program.~~

- 7.04 The results of eEnd-of-cCourse assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the general eEnd-of-cCourse assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). Each course for which a student completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).
- 7.05 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.06 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.

- 7.07 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to replicate the results and an assessment of the model's accurateness in relation to other models.
- 7.08 Reading Deficiency for Students in Kindergarten through Grade Two
- 7.08.1 ~~Beginning with the 2005-2006 school year, a~~Any student who exhibits a substantial deficiency in reading, deficiency based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.203. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.
- 7.08.2 ~~During the 2005-2006 school year, T~~The State Board of Education ~~shall established~~ performance levels for kindergarten, ~~G~~grade 1 and ~~G~~grade 2 that define substantial difficulties in reading based on the State mandated, developmentally appropriate assessment. The State mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.
- 7.08.3 ~~Beginning with the 2005-2006 school year, a~~All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.
- 7.08.4 ~~Beginning with the 2005-2006 school year, W~~within 30 days of the beginning of school, ~~G~~grade 1 and ~~G~~grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.
- 7.08.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.08.6 ~~Beginning with the 2005-2006 school year, S~~school personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.

- 7.08.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
 - 7.08.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
 - 7.08.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
 - 7.08.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
 - 7.08.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.
 - 7.08.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.
 - 7.08.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.
 - 7.08.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.
 - 7.08.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.
- 7.09 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

- 7.09.1 That the child has been identified as having a substantial deficiency in reading;
- 7.09.2 A description of the current services that are provided to the child; and,
- 7.09.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

- 8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.
- 8.02 Student performance trend data shall be one of the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.
- 8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school/school district annually on the school's performance data for the purposes of improved student performance, based on data and the performance of students on the state assessment system.
- 8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance levels established by the Board on all State assessments.
- 8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—
 - Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
 - Meet or exceed the annual measurable performance levels described in Section 904.5, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of

that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and

- Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.

- 8.06 The following subgroups must be included in the school/school district data disaggregation:
- 8.06.1 Students with Disabilities
 - 8.06.2 Students who are English Language Learners
 - 8.06.3 Economically Disadvantaged Students
 - 8.06.4 Ethnic Subgroups
 - 8.06.4.1 Caucasian
 - 8.06.4.2 African American
 - 8.06.4.3 Hispanic
- 8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.
- 8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.
- 8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.
- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 ~~The Department will determine the school that contains the 20th percentile student of total student enrollment — starting from the school with the~~

~~lowest percent of students scoring proficient for that grade-level cluster and content area and counting upward. The percent proficient of that school becomes the “starting point” for determining AYP for that grade-level cluster and content area. The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the “starting point” for AYP as set forth in Section 3.44 above.~~

- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
Year 05-06	40.00	42.40	29.10	35.20	29.20	35.50
Year 06-07	47.50	49.60	37.96	43.30	38.05	43.56
Year 07-08	55.00	56.80	46.83	51.40	46.90	51.63
Year 08-09	62.50	64.00	55.69	59.50	55.75	59.69
Year 09-10	70.00	71.20	64.55	67.60	64.60	67.75
Year 10-11	77.50	78.40	73.41	75.70	73.45	75.81
Year 11-12	85.00	85.60	82.28	83.80	82.30	83.88
Year 12-13	92.50	92.80	91.14	91.90	91.15	91.94
Year 13-14	100.00	100.00	100.00	100.00	100.00	100.00

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school’s percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 ~~Individual Schools/School Districts identified by the Department as failing to meet established levels of academic achievement expected performance standards as established by the Board~~ shall be subject to sanctions as specified in school improvement or academic distress.

- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

Schools failing to meet Adequate Yearly Progress as determined under these Rules shall be classified subject to the following consequences.

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.
- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.
- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.
- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2 and the school must implement a plan, with the approval of the Department, having specified corrective actions.

- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 ~~Beginning with the 2006-2007 school year, S~~schools designated in year ~~three, four or five~~ two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).
 - 49.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.

~~9.13 School Performance Rating System~~

- ~~9.13.1 The Department of Education will establish a working task force during the 2004-2005 school year to assist in the development of the rating system. The task force shall include educators, parents, and business/community stakeholders. In order to keep the rating system reliable and valid, a Technical Advisory Committee composed of nationally recognized accountability experts, statisticians, and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the accountability system. The rating system shall include the establishment of a performance level and an improvement level. The improvement level shall be assigned in the 2007-2008 school year and the performance level shall be assigned no later than the 2009-2010 school year. The ADE will implement a pilot system of performance levels required by A.C.A. § 6-15-1903-6-15-2103, at least one (1) year prior to the year of implementation required by law. The performance level designations may be applied to any school district requesting to be classified by such performance designations as allowed by A.C.A. § 6-15-1903 (b) (1).~~
- 9.143 School Performance Rating System and Performance Category Levels

- 9.143.1 The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end-of-course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment
- 9.143.2 The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g) (1), and defined according to rules of the State Board of Education:
- (1) "Level 5", schools of excellence;
 - (2) "Level 4", schools exceeding the standards;
 - (3) "Level 3", schools meeting the standards;
 - (4) "Level 2", schools on alert; or
 - (5) "Level 1", schools in need of immediate improvement.
- 9.154 For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.
- 9.165 Annual School Performance Rating: Weighted Average Approach
- 9.165.1 Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.
- 9.165.2 Numerical values to be used as weighting factors can be assigned to each students' performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)
- 9.165.3 With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.
- 9.165.4 The sum of the weighted student performance for each subject and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.
- 9.176 Achievement Rating Weighted Average Approach
- 9.176.1 Assigned the following points:

4 points per student scoring in the advanced category,
 3 points per student scoring in the proficient category;
 2 points per student scoring in the basic category,
 1 point per student scoring in the below basic category.

Points = Number of student scoring in category X points assigned to categories

9.176.2 Example

Number of Students	Scoring Category	Points Assigned to Categories	Total
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.187 Achievement Rating: Weighted Average Approach Calculation

9.187.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.

Points Received	Number of Students	Rating
230	100	2.3

9.187.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder’s advisory panels for the annual performance rating.

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5
Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	1.719	2.21	2.79	3.23

9.187.3 After the rating score has been calculated for each school,

schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.

9.187.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the “schools of excellence” performance category level.

Expert Panel Cut Scores	Performance Categories
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.187.5 The second category, growth, ~~available in 2007-2008~~, shall be based on the schools’ improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

9.198 School Choice

9.198.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

9.2019 Supplemental Educational Services

9.2019.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

9.2420 Recognition Awards

9.2420.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to Ark. Code Ann. §§ 6-15-421 and 6-15-2107. ~~A.C.A. § 6-15-1907.~~

9.2221 Sanctions

9.2221.1 Any school or district that is involved in substantiated test security violations will not be eligible to receive the “school of excellence” performance rating.

10.0 School District Accountability

10.01 The Department annually reviews each district to determine whether ~~it~~ the district is making AYP in the following way.

10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (~~Kk~~-5; 6-8 and 9-12);

10.01.2 Determine the district percent of participation across each grade level group; and

10.01.3 Determine the district status on secondary indicator across each grade-level group.

10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.

10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.

10.03 Each district identified for ~~school~~-district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement. The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.

10.04 Academic Distress – Procedures for Identification, Classification and Appeal of School Districts in Academic Distress

10.04.1 A school district for which 75% or more of the students completing the state’s assessments perform at the below basic level shall be designated in Academic Distress. This computation shall collectively include students from each school in the district and from each grade for which a criterion-referenced assessment is given.

10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department, the Department shall identify all school districts in Academic Distress and shall

notify in writing each school district superintendent and board president via certified mail, return receipt requested.

- 10.04.3 A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of ~~the Department~~ Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.
 - 10.04.4 The Board shall render a written decision of a classification on a district's appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district's written request.
 - 10.04.5 The decision of the Board shall be final with no further right of appeal, except a school district may appeal to the Circuit Court of Pulaski County pursuant to the Administrative Procedures Act, A.C. A. §25-15-201 et seq.
- 10.05 Time Limitation of Academic Distress Status
- 10.05.1 A public school district identified as in academic distress shall have no more than two (2) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status.
 - 10.05.2 The Board may at any time take enforcement action on any school district in academic distress status including, but not limited to, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. § 6-13-1401 et seq.
 - 10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from academic distress during the relevant time period due to external forces beyond the school district's control.
- 10.06 Procedures for assisting school districts in academic distress
- 10.06.1 Within thirty (30) calendar days of classification by the State Board, each Academic Distress school district shall develop and file with the Department a modified Comprehensive School Improvement Plan to target and address any area in which the district is experiencing academic distress.

- 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the district and determine the need for on-site technical assistance.
- 10.06.3 The team of educators shall evaluate and make recommendations to the district superintendent within sixty (60) calendar days following the district's classification as an Academic Distress school district.
- 10.06.4 School districts classified as Academic Distress shall provide access to all district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
- 10.06.5 The Department with assistance from the team of educators shall review the data relative to the academic status and performance of students in the Academic Distress school district.
- 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the Academic Distress school district.
- 10.06.7 The Department shall provide relevant technical assistance to each identified school district based upon the needs identified in the Comprehensive School Improvement Plan.
- 10.08 Procedures for evaluating and removal of school districts from academic distress status
 - 10.08.1 The Department shall review and annually report to the Board the academic conditions existing in each Academic Distress school district and determine whether the district is making progress and has fewer than 75% of the students performing in the below basic performance level.
 - 10.08.2 A school district designated in Academic Distress shall be removed from Academic Distress only if fewer than 75% of the students perform below basic for two consecutive years.
- 11.0 Board Authority
 - 11.01 The Board shall have the following authority regarding any public school district in academic distress:
 - 11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district, and to appoint an individual to administratively operate the district under the supervision of the Commissioner of Education ~~the Department~~, with the cost to be paid from school district funding;

- 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.
- 11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education ~~the Department~~.
- 11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public school Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.
- 11.01.5 The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.
- 11.01.6 Require the annexation, consolidation, or reconstitution of the public school district.
- 11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.
- 11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.
- 11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.
- 11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the Board, at its discretion, issues a written finding supported by a majority of the Board, explaining in detail that the school district could not remove itself from academic distress due to impossibility caused by external forces beyond the school district's control.

11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.

11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.

12.0 School Choice and Academic Distress

12.01 Any student attending a public school district classified as being in academic distress shall automatically be eligible and entitled pursuant to A.C.A. § 6-18-206, the "Arkansas Public School Choice Act", to transfer to another geographically contiguous school district not in academic distress during the time period that a school district is classified as being in academic distress, and therefore, not be required to file a petition by July 1 but shall meet all other requirements and conditions of the Arkansas Public School Choice Act.

12.02 The cost of student transportation to the nonresident district shall be borne by the resident district.

12.03 The nonresident district shall count the student for average daily membership purposes.

~~13.0 Emergency Clause~~

~~WHEREAS, the score tables set out in these Rules are critical to the Arkansas public educational system in that without these tables Arkansas public school districts would not be aware of the relevant scores to be used by the Arkansas Department of Education in determining the various levels of student competency on standardized tests it will administer during the Spring 2010 testing cycle. Therefore, without the revisions to these Rules, The Arkansas Department of Education would be impeded in its ability to carry out the educational accountability provisions of Act 1467 of 2003 (the Quality Education Act), Act 35 of the Second Extraordinary Session of 2003, and Act 1307 of 2009, thus directly impacting the education of children in said school districts, which may impact the fiscal welfare, and peril of certain students. As a result, the Arkansas State Board of Education hereby determines that imminent peril to the schools and school districts of this state, as articulated above, will exist if these Rules are not promulgated on an emergency basis. Therefore, pursuant to Ark. Code Ann. § 25-15-204, these Rules are to immediately take effect upon passage by the Arkansas State Board of Education.~~

Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For Certified Speech-Language Pathologists
March 2010

1.00 Regulatory Authority

- 1.01 These rules shall be known as the Department of Education (Department) Rules Governing Certified Speech-Language Pathologists.
- 1.02 These rules are enacted under the State Board of Education's (Board) authority pursuant to Ark. Code Ann. §§ 6-11-105 and 6-17-413.

2.00 Purpose

- 2.01 The purposes of these rules are to ensure the availability and retention of certified speech-language pathologists by providing additional compensation for speech-language pathologists holding a National Certificate of Clinical Competence in Speech Language Pathology from the American Speech-Language-Hearing Association.

3.00 Definitions

For the purposes of these rules, the following terms shall mean:

- 3.01 "Certified speech- language pathologist" means a speech-language pathologist who:
 - 3.01.1 Has a master's degree, which includes medical-based training;
 - 3.01.2 Has completed a one (1) year clinical fellowship;
 - 3.01.3 Has passed the specialty area of the National Teachers Examination; and
 - 3.01.4 Holds a Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association.

4.00 Payment of Bonuses for Speech-Language Pathologists

- 4.01 The Department shall pay a yearly incentive bonus of five thousand dollars (\$5,000) to a certified speech-language pathologist who:
 - 4.01.1 Holds an Arkansas teaching license in speech-language pathology;
 - 4.01.2 Is a full-time employee of an Arkansas education service cooperative or public school district as a speech-language pathologist at the time of receiving the bonus;
 - 4.01.3 Is not considered a purchased service contractor, but may be employed under a teacher contract subject to renewal under Ark. Code Ann. § 6-17-1506.

5.00 Monitoring for Speech-Language Pathologists

- 5.01 The local public school district that employs a speech-language pathologist must verify to the Department annually the employment status of that speech-language pathologist.
- 5.02 A speech-language pathologist shall not receive a yearly bonus if the person leaves the full-time employment of an Arkansas public school district.

6.00 Funding for Speech-Language Pathologists

- 6.01 Bonuses paid to a certified speech-language pathologist shall be paid from the funds appropriated and available for bonuses to speech-language pathologist.
- 6.01.1 If sufficient funds are not available to pay the full amount of the bonus to each certified speech-language pathologist as provided under this section, the Department may reduce the amount of the bonus for each qualified recipient, proportionately as necessary to provide a bonus to each qualified speech-language pathologist in an equal amount.
- 6.01.2 The cost and expenses related to training for or acquisition of the Certificate of Clinical Competence in Speech-Language Pathology from the American Speech-Language-Hearing Association shall not be funded through the National Board for Professional Teaching Standards program created under this section and Ark. Code Ann. § 6-17-412 and shall be the responsibility of the certified speech-language pathologist.
- 6.01.3 Although a certified speech-language pathologist entitled to a bonus will hold a valid Arkansas teaching license in speech-language pathology, references to "teacher" under this section shall mean a classroom teacher as defined under Ark. Code Ann. § 6-17-412(a)(1) who are in the National Board for Professional Teaching Standards program but not certified speech-language pathologists.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING INITIAL, STANDARD/PROFESSIONAL AND
PROVISIONAL TEACHER LICENSURE
July 2007**

1.0 REGULATORY AUTHORITY

- 1.01** These shall be known as the Arkansas Department of Education Rules Governing Initial, Standard/Professional and Provisional Teacher Licensure.
- 1.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 (~~Rep 1999~~), 6-17-410, and § 25-15-204 (~~Supp-1999~~), §6-17-411.

2.0 PURPOSE

- 2.01** The purpose of these rules is to establish the requirements and procedures for obtaining an Initial, Standard/Professional or Provisional Teaching License.

3.0 DEFINITIONS

For the purpose of these Rules the following definitions shall apply.

- 3.01 Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure.
- 3.02 Central Registry** - The Child Maltreatment Central Registry established within the Arkansas Department of Human Services, which contains records of cases on all true investigations determination of child maltreatment.
- 3.03 Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.04 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative, or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. It concludes with successful completion of the state-mandated performance assessment. Induction shall not be less than one year and no more than three years.

- 3.05 Initial Licensure** - The first teaching license issued to an applicant for teacher licensure. This license may be provisional, initial, or standard teacher license.
- 3.06 Initial Teaching License** - a three-year teaching license, issued by the state, which allows one to teach in traditional P-12 setting.
- 3.07 Level of Licensure** - the grade/age level parameter of the teaching license as identified in Appendix A, Areas and Levels of Licensure.
- 3.08 Mentor** - a licensed ~~master~~ teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management, and professional behaviors.
- 3.09 Mentoring** - the act of a certified mentor providing support and focused feedback to a novice teacher (through the state-adopted mentoring model) with the goal of enhanced instructional skills, competency, and professional development.
- 3.10 Non-Traditional Licensure Program** - the teacher training program approved and administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree and are allowed to teach in an Arkansas ~~school~~ traditional P-12 setting via a Non-Traditional Provisional license.
- 3.11 Novice Teacher** - any licensed teacher-of-record with less than one year of public school, or accredited private school, classroom teaching experience, not including student internship or substitute teaching.
- 3.12 Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.
- 3.12.1** Successful completion of the performance assessment is defined as meeting the state-adopted cut-score and the cut-score for each of the four Domains.
- 3.13 Professional License**- A standard Arkansas teaching license, that is issued upon request of a teacher who has documented the completion of a Master’s Degree and three years of teaching experience or who has documented current National Board Certification.
- 3.14 Program of Study** - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills, and dispositions for a particular licensure area and level.

- 3.15 Provisional Teaching License** - A temporary one-year teaching license available to candidates who have not met all requirements for the Initial or Standard/Professional Arkansas teaching licenses.
- 3.16 Standard Non-Instructional Student Services License** - a five-year renewable license, issued by the state, which allows one to practice in Arkansas public schools as a School Psychology Specialist or Speech Language Pathologist.
- 3.17 Standard Teaching License** - a five-year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.18 Teacher-of-Record** - an instructional teacher employed under contract (in a licensed staff position) by a school district or other Arkansas agency or organization requiring an Arkansas teaching license.
- 3.19 Traditional P-12 Setting - Employment in a public, including the Arkansas Correctional Schools, or private school between P-12 grade levels (or) a setting pre-approved by the Arkansas Department of Education.**

4.0 REQUIREMENTS FOR OBTAINING AN INITIAL TEACHING LICENSE

- 4.01** There are five routes for obtaining an Initial Arkansas teaching license.
 - 4.01.1** Completion of a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program,
OR
 - 4.01.2** Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.
OR
 - 4.01.3** Completion of the Arkansas Department of Education Approved Non-Traditional Licensure Program,
OR
 - 4.01.4** By Reciprocity
OR
 - 4.01.5** Conversion of a Provisional license
- 4.02** An Initial Arkansas teaching license shall be issued when the following has been submitted to the office of Professional Licensure:
 - 4.02.1** A completed application for Initial licensure.

- 4.02.2** An official score report reflecting current passing scores, as approved by the State Board of Education, on all state required assessments for Initial licensure (the basic skills assessment [all parts], the state required content area assessment(s) for the specific licensure area(s) sought, and the state required pedagogical assessment).
- 4.02.3** Documentation that the candidate has successfully completed the required background checks by the Arkansas State Police and Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 4.02.4** Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.
- 4.02.5** Documentation reflecting completion of a teacher preparation program. This shall be:

 - 4.02.5.1** Official transcripts reflecting a Bachelor=s Degree (or Master=s Degree when required) from:

 - 4.02.5.1.1** A regionally accredited and NCATE approved, Arkansas college/university teacher preparation program

OR
 - 4.02.5.1.2** Completion of a college/university teacher preparation degree program that holds regional/national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

OR
 - 4.02.5.1.3** Verification from the Arkansas Non-Traditional Licensure Program.
- 4.03** The Initial Arkansas Teaching License application must be signed and verified by the Licensure Officer from the Arkansas college or university where the approved teacher preparation program was completed, or by the designated representative of the Non-Traditional Teacher Licensure Program.
- 4.04** The Initial Arkansas teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education (Appendix A, Areas and Levels of Licensure).

- 4.05 Candidates may obtain concurrent licensure in more than one licensure/endorsement area.
- 4.06 Candidates seeking Initial licensure in Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12), shall complete a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.07 Candidates seeking Initial licensure in Special Education must complete concurrent licensure in a general education area at the same level as the Special Education license.
 - 4.07.1 If the Special Education level is 4-12, the individual shall have a choice of concurrent licensure in a general education area at the 4-8 or 7-12 levels.
- 4.08 **Candidates** who completed an Arkansas teacher preparation program but never received a Standard teaching license (when it has been **longer than five years** since program completion) shall meet current requirements for an Initial license.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO AN INITIAL TEACHING LICENSE

- 5.01 The Initial Arkansas teaching license:
 - 5.01.1 is valid for no less than one and no more than three years;
 - 5.01.2 expires three years from the effective date, unless requirements for a Standard teaching license are met; and
 - 5.01.3 requires that all Novice Teachers participate in Induction.
- 5.02 Additional areas and levels of licensure may be added to the Initial Arkansas teaching license.
- 5.03 The beginning and expiration dates of an Initial teaching license shall not change upon adding additional licensure areas or advanced degrees.
- 5.04 The grade level and license/teaching area are reflected on the Initial Arkansas Teaching license.
- 5.05 The degree a teaching license is based upon shall be reflected on the Initial Arkansas Teaching license.
- 5.06 Advanced degrees shall not be reflected on the Initial teaching license unless that degree is designated on the official transcript as an education degree or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education

Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation, or be state approved.

- 5.07** Teachers who hold an Initial Arkansas teaching license shall complete induction while teaching primarily in the general education area of licensure.
- 5.07.1** Upon successful completion of induction, the candidate shall be awarded a standard license for all general education and endorsement areas reflected on the initial teaching license.
- 5.08** Candidates receiving Initial, concurrent licensure in a general education area and the endorsement area of coaching shall complete Induction in the general education area. Coaching shall not be the primary area of teaching during induction.
- 5.09** The Initial Arkansas teaching license shall become effective upon date of issue. The Initial Arkansas teaching license shall expire three years from the effective date as reflected on the Initial teaching license.
- 5.10** Teachers holding an Initial Arkansas teaching license, who have not been employed as teacher-of-record for up to three years (and have therefore not successfully completed Induction), may re-apply for the three-year Initial Arkansas teaching license through the Office of Professional Licensure.
- 5.11** A teacher shall have three years while employed as teacher of record to successfully complete Induction (mentoring and Praxis III - performance assessment) and convert the three-year Initial Arkansas teaching license to the Standard/Professional five-year teaching license.
- 5.12** Teachers that were employed for three years as teacher of record while holding an Initial Arkansas teaching license and did not successfully complete Induction shall be eligible for a one-time, non-renewable, One-Semester Permit upon meeting the following requirements:
- 5.12.1** The teacher shall submit an application for the One-Semester Permit.
- 5.12.1.1** The Initial Arkansas teaching license shall not have been expired longer than two years at the time of application.
- 5.12.1.2** The teacher shall provide verification of having been employed as the teacher of record for three years.
- 5.12.1.3** The application shall not be processed when received later than the registration deadline for the state mandated performance assessment for either the Fall or Spring Semester.

- 5.12.1.4 The teacher shall be employed as teacher of record.
- 5.12.1.5 The teacher shall pay the current fee that covers the cost of the state mandated performance assessment.
- 5.13 Teachers employed under the One-Semester Permit shall not be deemed Highly Qualified for the semester employed.
- 5.14 The One-Semester Permit shall be effective for only the Fall or Spring semester of the school year issued.
- 5.15 The Standard/Professional teaching license shall be issued to the holder of the One-Semester Permit upon verification by the Arkansas Department of Education that the Induction requirements have been completed.
- 5.16 The Initial Arkansas teaching license shall not be issued for the Non-Instructional Student Services and Professional & Technical areas.
- 5.17 Beginning May 1, 2007, all teachers licensing in P.E./Wellness/Leisure shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).
 - 5.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.
 - 5.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.

6.0 REQUIREMENTS FOR OBTAINING A STANDARD/PROFESSIONAL TEACHING LICENSE

6.01 Requirements for a Standard/Professional teaching license are:

6.01.1 Transcripts reflecting the completion of a Bachelor=s Degree (Master=s Degree when required) from a regionally accredited and NCATE approved, Arkansas college/university teacher preparation program.

OR

6.01.1.1 Transcripts reflecting the completion of a Bachelor’s Degree (Master’s Degree when required) from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose teacher preparation program is accredited by a national accrediting body recognized by the U.S. Department of Education,

ADE 261-7

For AR State Board of Education
For Final Approval
July 12, 2010

Council for Higher Education Accreditation or that is state approved.

- 6.01.2** Passing the required basic skills assessment (all parts),
 - 6.01.3** Passing the required content area assessment(s) for the specific licensure area and level sought,
 - 6.01.4** Passing the required pedagogical assessment(s),
 - 6.01.5** Successful completion of Induction (mentoring and performance assessment), and
 - 6.01.6** Successful ~~completion~~ clearance of background checks performed by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
 - 6.01.7** Successful clearance of the child maltreatment central registry check performed by the Arkansas Department of Human Services.
- 6.02** Candidates for a Standard/Professional teaching license in the areas of Early Childhood Education (P-4), both Middle School integrated areas (4-8) or Secondary Social Studies (7-12) must have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 6.03** Candidates for a Standard/Professional teaching license in the Non-Instructional Student Service areas of Speech Language Pathologist shall complete the following requirements:
- 6.03.1** Completion of a Master's Degree in Speech Pathology from a college/university holding regional/national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation and whose Speech Pathology program holds national accreditation recognized by the U.S. Department of Education or Council for Higher Education Accreditation.
 - 6.03.2** Successful completion of the state required specialty area assessment for Speech Pathology.
 - 6.03.3** Successfully clearing the required State Police, ~~and FBI, background checks.~~ and Child Maltreatment Central Registry background checks as required by law.
 - 6.03.4** Candidates for licensure in Speech Pathology shall not be eligible for a provisional teaching license.

6.04 Candidates for a Standard/Professional teaching licensed in the Non-Instructional Student Services Area of School Psychology Specialist shall meet the following requirements:

6.04.1 Completion of an advanced degree in School Psychology or completion of an advanced degree in counseling with a graduate level program of study in School Psychology from a college/university holding regional /national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.2 The School Psychology program shall hold national accreditation recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04.3 Successful completion of the state required specialty area assessment.

6.04.4 Successfully clearing the required State Police, ~~and FBI, background checks,~~ and Child Maltreatment Central Registry background checks as required by law.

6.04.5 Candidates for licensure as a School Psychology Specialist shall not be eligible for a provisional teaching license.

6.05 A content/standard teaching area may be added to the Speech Pathology or School Psychology specialist teaching license by meeting the following requirements.

6.05.1 Completion of a program of study to include an internship in the teaching area.

6.05.2 Successful completion of the required basic skills assessments, the required specialty area assessment(s) & the required pedagogical assessment at the appropriate level of licensure.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO A STANDARD/PROFESSIONAL TEACHING LICENSE

7.01 The standard/professional teaching license shall be issued only for those areas and levels of licensure that have been approved by the State Board of Education.

7.02 The standard/professional teaching license shall be a renewable teaching license, valid for a period of five years.

7.03 The standard/professional teaching license shall become effective January 1 of the year it is issued and shall expire December 31 of the fifth year.

- 7.04** The standard/professional teaching license will reflect all general education and endorsement areas reflected on the Initial teaching license.
- 7.05** Additional areas and levels of licensure may be added to the Standard/Professional teaching license.
- 7.06** The beginning and expiration dates of a Standard/Professional teaching license shall not change upon adding licensure areas or advanced degrees.
- 7.07** The degree a teaching license is based upon shall be reflected on the Standard/Professional teaching license.
- 7.08** Advanced degrees shall not be reflected on the Standard/Professional teaching license unless that degree is designated on the official transcript as an education degree, or a degree in a content teaching area as approved by the State Board of Education. The degree must be from an institution of higher education holding regional/national accreditation recognized by the U.S. Department of Education, or the Council for Higher Education Accreditation. If the degree is a teacher preparation degree it must be from a program that holds national accreditation recognized by the U.S. Department of Education, the Council for Higher Education Accreditation or be state approved.
- 7.09** ~~Teachers licensing by reciprocity with less than one year of teaching experience who hold a Standard/Professional teaching license shall participate in the Mentoring component of Induction in their first year as the teacher of record.~~
- 7.09.1** ~~The performance assessment is not required of these individuals.~~

8.0 REQUIREMENTS FOR OBTAINING A PROVISIONAL TEACHING LICENSE

- 8.01** A one-year (**1084**) non-renewable provisional teaching license shall be available for graduates of an Arkansas teacher preparation program who have not completed the following requirements:
- 8.01.1** All required subject-specific and pedagogical assessments, and/or
- 8.01.2** A three-credit-hour Arkansas History course when required.
- 8.02** A one-year (**1084**) non-renewable provisional teaching license shall be issued upon providing the following documentation.
- 8.02.1** A completed application reflecting completion of an approved teacher preparation program from an Arkansas college or university;

- 8.02.2 Official transcripts reflecting the completion of a Bachelor's Degree (Master's Degree when required);
- 8.02.3 Successful completion of both parts of the required background checks (Arkansas State Police and Federal Bureau of Investigation);
- 8.02.4 Documentation that the applicant has requested and cleared a child maltreatment central registry check to be conducted by the Department of Human Services as required by law.
- 8.02.5 Score report reflecting successful completion of the state required basic skills assessment (all parts); and
- 8.02.6 Proof of employment on the verification of provisional licensure eligibility form indicating employing school district and hire date.

9.0 REQUIREMENTS FOR CONVERTING A PROVISIONAL TEACHING LICENSE TO AN INITIAL TEACHING LICENSE

- 9.01 The one-year (1084) non-renewable provisional teaching license shall be converted to the three-year Initial teaching license when the following documentation has been submitted:
 - 9.01.1 A completed application for licensure requesting conversion of the provisional license;
 - 9.01.2 Score reports reflecting successful completion of the required assessment(s), and/or
 - 9.01.3 Official transcript reflecting the successful completion of a three-credit-hour Arkansas History course when required.

10.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION

- 10.01 All **Novice Teachers** employed as teacher-of-record ~~in an Arkansas public school or agency~~ in a traditional P-12 setting shall participate in Induction for no less than one year. ~~and no more than three years.~~
- 10.02 Induction includes mentoring, and successful completion of the state mandated performance assessment.
- 10.03 The School District Induction Assurances Form is to be submitted to the Office of Teacher Quality at the Arkansas Department of Education no later than September 15 of each year.

10.04 All Arkansas public schools or agencies who employ a novice teacher as a licensed teacher-of-record shall:

10.04.1 Register all novice teachers in their employ and their mentors with the Office of Teacher Quality using the Induction Pairing Form no later than September 15th of each year,

10.04.2 Assign to the novice teacher a mentor teacher who is located in the same building, and who, as much as possible, has a compatible background in content area and level of licensure, is trained and certified in the state adopted mentoring model, and has at least three (3) years of successful teaching experience. Districts shall contact the Induction Program Advisor in the Office of Teacher Quality for consideration of any exceptions to these requirements.

10.04.3 Assign the mentor to the novice teacher within three weeks of the novice teacher's first contract day of the school year,

10.04.4 Assign only one novice teacher per mentor teacher unless ~~the mentor is given released time from other contract duties (the equivalent of one instructional period per additional novice teacher assigned to a single mentor)~~ preapproved by the ADE to accommodate the additional mentoring responsibility, as approved by the Induction Program Advisor.

10.04.5 Contact the Induction Program Advisor and provide information on the Induction Project Director that has been appointed by the school district no later than August 1 of each year, ~~appoint an Induction Project Director at the school district by August 1 of each year,~~ who will act as the liaison for the program to ADE.

10.04.5.1 Project Directors are responsible for coordinating mentor assignments, oversight of mentoring funding appropriations and the district mentoring plan, approval of appropriate professional development expenditures for the novice teacher, and all written and fiscal reporting and communications to the ADE,

10.04.6 Release mentors, novice teachers, and/or the Induction Project Director from the district to attend any mandatory statewide orientation or informational meetings held by the ADE,

10.04.7 Notify the ADE, Office of Teacher Quality within 15 days of any personnel changes that might affect annual mentoring budget allocations (such as hiring of a novice teacher midyear, or a novice teacher resigning midyear and being replaced by an experienced teacher for whom mentoring is not appropriate); and

- 10.04.8** Submit the End-of-Year Budget Report Form on-line, reflecting Induction expenditures, no later than June 30th each year.
- 10.05** For the teacher to be eligible for the Standard/Professional Teaching license, Induction shall be completed by the teacher within three years, while the teacher is employed as teacher of record.
- 10.06** Novice teachers become eligible to participate in the state-mandated performance assessment after a minimum of six months employed and mentored as teacher-of-record.
- 10.06.1** To take the performance assessment candidates shall notify Office of Teacher Quality by following current standard application procedures.
- 10.07** All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines.
- 10.07.1** Implementation of the district mentoring plan shall include
- 10.07.1.1** Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and
- 10.07.1.2** Providing a trained certified_mentor for each novice teacher.
- 10.07.2** Support includes:
- 10.07.2.1** Providing a minimum of 2 hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,
- 10.07.2.2** Assisting the novice and mentor to schedule focused observations and professional development activities, and
- 10.07.2.3** Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development.
- 10.07.3** The quality of the District Induction Program is assessed by monitoring.
- 10.07.3.1** A trained monitor, sent from the ADE, interviews the Project director and novice teacher-mentor pair.
- 10.07.3.2** The required mentoring documentation shall be collected by the district Project Director, and reviewed by the ADE monitor.

- 10.07.4** All ~~mentoring~~ observation documents shall be collected by the Project Director.
- 10.07.4.1** At the end of the school year the Professional Growth Plan and Observation forms would become the sole possession of the novice teacher and shall not be utilized for employment decisions or employment evaluation decisions.
- 10.08** Mentoring observational information shall not be utilized in any way for employment decisions unless students are at risk, either physically or emotionally.
- 10.09** School districts shall distribute any associated mentoring support funding within the parameters established by the Arkansas Department of Education.
- 10.10** Mentor teachers shall perform a minimum of three (3) formal classroom observations per school year for novice teachers and provide feedback focused on increased professional growth.
- 10.10.1** All observations, both formal and informal, shall be noted ~~on forms~~ as designated by the Arkansas Department of Education.
- 10.11** Materials purchased by the novice with mentoring funding shall follow the novice teacher to a new teaching assignment if the novice teacher continues teaching in an Arkansas public school.
- 10.11.1** If the novice teacher chooses to teach in a non-public school, leave the profession of teaching, or teach out of the state of Arkansas, materials bought with state mentoring allocations shall remain in the public school district in which the novice teacher was last employed.
- 10.12** Performance Assessment School districts shall:
- 10.12.1** Provide released time for the novice teacher to participate in the performance assessment for Standard licensure.
- 10.12.2** Provide released time for Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.
- 10.12.3** Provide released time for Assessors from the district to conduct a minimum of two performance assessments per semester.
- 10.12.4** Not dictate when the novice teacher takes the performance assessment; and

- 10.12.5 Not use the performance assessment results for contract renewal or dismissal purposes.
- 10.12.6 ~~Provide released time for the novice teacher to participate in the performance assessment for Standard licensure~~

10.13 Novice

- 10.13.1 A novice teacher applying for the performance assessment must teach in ~~an~~ a traditional Arkansas public or private school in grades P-12
- 10.13.2 Teachers in distance learning labs will follow the protocol for distance learning lab observations.
- 10.13.3 Novice teachers must teach a class or small group of students without any other licensed teacher present (except the Assessor)
- 10.13.4 A novice teacher may have an instructional aide (non licensed teacher-license) present in the room if he or she is normally scheduled to be present and does not contribute to class discipline.
- 10.13.5 Any novice teacher who is unsuccessful in the performance assessment will automatically be assigned a highly trained mentor and will receive mentoring with financial support for another year.
- 10.13.6 A novice teacher may re-take the performance assessment each semester until the three year license expires.
- 10.13.7 Arkansas Department of Education Office of Teacher Quality will fund the first ~~two~~ attempts to pass Praxis III assessment. Any remaining attempts will be paid for by the Novice Teacher.
- 10.13.8 The novice teacher will receive copies of the assessment summary statements and the Superintendent receives the scores by domain.
- 10.13.9 If a novice whose ~~teacher's~~ Initial license expires prior to passing the performance assessment, the novice teacher may apply through the Office of Professional Licensure for a one semester permit.

10.13.9.1 The novice teacher must take the performance assessment within that six month window.

10.13.9.2 The novice teacher will incur the cost of the performance assessment plus a financial penalty.

10.13.9.3 If the novice teacher is not successful at the performance assessment within the six months, the novice

teacher will not be allowed another opportunity. This results in the permanent loss of licensure.

~~10.14 School districts shall release Assessors from the district to attend mandatory statewide meetings required by the Arkansas Department of Education.~~

10.14 School districts that do not comply with these rules shall be placed in accredited-cited status for licensure deficiencies. Licensure deficiencies for these purposes are defined as:

10.14.1 Failure to register all novice teachers with the Office of Teacher Quality, and/or

10.14.2 Failure to comply with established guidelines for assignment, support, and monitoring of mentor teachers and novice teachers.

10.14.3 Failure to submit all appropriate documentation.

10.15 Project Director's Stipend

10.15.1 As funds are available school district personnel who serve as Project Directors for the Induction programs will be compensated with a stipend via a sliding scale (currently not to exceed \$1,000) based on the number of novice teachers and beginning administrators in the district.

~~10.15.2 Stipends will be issued after there is assurance that the Project Director has completed requirements for submitting the End of Year Budget Report to the ADE Office of Teacher Quality.~~

11.00 GENERAL POLICIES PERTAINING TO ALL LICENSES

11.01 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the office of Professional Licensure and appropriate fee.

11.01.1 A duplicate license will be issued only for a license that is current.

11.02 All information and documentation submitted for an Arkansas teaching license must be accurate, authentic, and unaltered.

11.02.1 Any license issued as a result of a violation of the above-mentioned will be null and void.

11.03 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.

11.04 Teachers holding a provisional or initial teaching license who have never completed a Child Maltreatment Central Registry check shall do so at the conversion, of their provisional or initial teaching license to the standard teaching license.

Reconsideration of Decision on School Choice Petition Denial by the Bryant School District

Pursuant to Ark. Code Ann. § 6-18-206(b)(2)(B), the Arkansas State Board of Education received a petition from the parent of a child denied admission to the Bryant School District under the Arkansas Public School Choice Act. The law allows the State Board to consider the district's decision and decide whether to uphold or overturn the decision.

PROCEDURES

SBE HEARING PROCEDURES – SCHOOL CHOICE

1. Introduction of Agenda Item by Arkansas Department of Education Staff
2. Witnesses are Sworn
3. Presentation by Petitioner
4. Presentation by Respondent
5. State Board Discussion
6. State Board Motion/Vote

ARK. CODE ANN.
§ 6-18-206

In General.

In General.

Where alleged constitutional violations were not currently causing racial segregation among the school districts, the trial court correctly refused to order consolidation or an interdistrict magnet school plan. *Edgerson ex rel. Edgerson v. Clinton*, 86 F.3d 833 (8th Cir. 1996).

6-18-206. Public school choice.

(a) (1) This section may be referred to and cited as the “Arkansas Public School Choice Act of 1989”.

(2) The General Assembly finds that the students in Arkansas's public schools and their parents will become more informed about and involved in the public educational system if students and their parents or guardians are provided greater freedom to determine the most effective school for meeting their individual educational needs. There is no right school for every student, and permitting students to choose from among different schools with differing assets will increase the likelihood that some marginal students will stay in school and that other, more motivated students will find their full academic potential.

(3) The General Assembly further finds that giving more options to parents and students with respect to where the students attend public school will increase the responsiveness and effectiveness of the state's schools since teachers, administrators, and school board members will have added incentive to satisfy the educational needs of the students who reside in the district.

(4) The General Assembly therefore finds that these benefits of enhanced quality and effectiveness in our public schools justify permitting a student to apply for admission to a school in any district beyond the one in which the student resides, provided that the transfer by this student would not adversely affect the desegregation of either district.

(5) A public school choice program is hereby established to enable any student to attend a school in a district in which the student does not reside, subject to the restrictions contained in this section.

(b) (1) (A) Before a student may attend a school in a nonresident district, the student's parent or guardian must submit an application on a form approved by the Department of Education to the nonresident district by submitting the application to the superintendent of the school district. This application must be postmarked not later than July 1 of the year in which the student would begin the fall semester at the nonresident district.

(B) (i) Within thirty (30) days of the receipt of an application from a nonresident student seeking admission under the terms of this section, the superintendent of the nonresident district shall notify the parent or guardian and the resident district in writing as to whether the student's application has been accepted or rejected.

(ii) If the application is rejected, the superintendent of the nonresident district must state in the notification letter the reason for rejection.

(iii) If the application is accepted, the superintendent of the nonresident district shall state in the notification letter:

(a) An absolute deadline for the student to enroll in the district, or the acceptance notification is null; and

(b) Any instructions for the renewal procedures established by the district.

(iv) (a) Any student who accepts a school choice transfer may return to his or her resident district during the course of the school year.

(b) If a transferred student returns to his or her resident district during the school year, the student's transfer is voided, and the student shall reapply for any future transfer.

(2) (A) The school board of directors of every public school district must adopt by resolution specific standards for acceptance and rejection of applications. Standards may include the capacity of a program, class, grade level, or school building. Nothing in this section requires a school district to add teachers, staff, or classrooms or in any way to exceed the requirements and standards established by existing law. Standards shall include a statement that priority will be given to applications from siblings or stepsiblings residing in the same residence or household of students already attending the district by choice. Standards may not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings except that an expulsion from another district may be included pursuant to § 6-18-510.

(B) (i) Any student who applies for a transfer under this section and is denied a transfer by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

(ii) A request for a hearing before the state board shall be in writing and shall be postmarked no later than ten (10) days after notice of rejection of the application under subdivision (b)(1)(B) of this section is received by the student.

(3) Each school district shall participate in public school choice consistent with this section.

(c) The responsibility for transportation of a student from the student's resident school district to a nonresident school district shall be borne by the student or the student's parents. The nonresident school district may enter into a written agreement with the student, the student's parents, or the resident school district to provide transportation to or from any place in the resident district to the nonresident district, or both.

(d) (1) A nonresident district shall accept credits toward graduation that were awarded by another district.

(2) The nonresident district shall award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

(e) For purposes of determining a school district's state equalization aid, the nonresident student shall be counted as a part of the average daily membership of the district to which the student has transferred.

(f) The provisions of this section and all student choice options created in this section are subject to the following limitations:

(1) No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district except in the circumstances set forth in subdivisions (f)(2) and (3) of this section;

(2) (A) A transfer to a district is exempt from the restriction set forth in subdivision (f)(1) of this section if the transfer is between two (2) districts within a county and if the minority percentage in the student's race and majority percentages of school enrollment in both the resident and nonresident district remain within an acceptable range of the county's overall minority percentage in the student's race and

majority percentages of school population as set forth by the department.

(B) (i) By the filing deadline each year, the department shall compute the minority percentage in the student's race and majority percentages of each county's public school population from the October Annual School Report and shall then compute the acceptable range of variance from those percentages for school districts within each county.

(ii) (a) In establishing the acceptable range of variance, the department is directed to use the remedial guideline established in Little Rock School District v. Pulaski County Special School District of allowing an overrepresentation or underrepresentation of black or white students of one-fourth ($\frac{1}{4}$) or twenty-five percent (25%) of the county's racial balance.

(b) In establishing the acceptable range of variance for school choice, the department is directed to use the remedial guideline of allowing an overrepresentation or underrepresentation of minority or majority students of one-fourth ($\frac{1}{4}$) or twenty-five percent (25%) of the county's racial balance;

(3) A transfer is exempt from the restriction set forth in subdivision (f)(1) of this section if each school district affected by the transfer does not have a critical mass of minority percentage in the student's race of more than ten percent (10%) of any single race;

(4) In any instance in which the provisions of this subsection would result in a conflict with a desegregation court order or a district's court-approved desegregation plan, the terms of the order or plan shall govern;

(5) The department shall adopt appropriate rules and regulations to implement the provisions of this section; and

(6) The department shall monitor school districts for compliance with this section.

(g) The state board shall be authorized to resolve disputes arising under subsections (b)-(f) of this section.

(h) The superintendent of the district shall cause public announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

(i) (1) All superintendents of school districts shall report to the Equity Assistance Center on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.

(2) The reports may be on those forms that are prescribed by the department, or the data may be submitted electronically by the district using a format authorized by the department.

(3) The department may withhold state aid from any school district that fails to file its report each year or fails to file any other information with a published deadline requested from school districts by the Equity Assistance Center so long as thirty (30) calendar days are given between the request for the information and the published deadline except when the request comes from a member or committee of the General Assembly.

(4) A copy of the report shall be provided to the Joint Interim Oversight

Committee on Educational Reform.

(j) (1) The department shall develop a proposed set of rules as it determines is necessary or desirable to amend the provisions of this section.

(2) The department shall present the proposed rules in written form to the House Interim Committee on Education and the Senate Interim Committee on Education by October 1, 2006, for review and consideration by the committees for possible amendments to this section and to the Arkansas Public School Choice Program by the Eighty-sixth General Assembly.

History. Acts 1989, No. 609, §§ 1-13; 1991, No. 214, § 1; 1991, No. 284, §§ 1-3; 1993, No. 655, § 1; 1995, No. 109, § 1; 1997, No. 112, § 10; 1999, No. 391, § 10; 1999, No. 1241, § 1; 2001, No. 1788, § 1; 2003, No. 1272, § 1; 2003 (2nd Ex. Sess.), No. 110, § 1; 2005, No. 2148, § 1; 2007, No. 552, § 1.

A.C.R.C. Notes. Section 6-15-805, establishing the Joint Interim Oversight Subcommittee on Educational Reform, expired by its own terms on July 1, 2000.

Publisher's Notes. Former § 6-18-206, concerning attendance contracts between school districts, was repealed by Acts 1987, No. 762, § 6. The section was derived from Acts 1959, No. 275, §§ 1, 2; A.S.A. 1947, §§ 80-1518.1, 80-1518.2.

The case of *Little Rock School District v. Pulaski County Special School District*, referred to in (f)(3), is reported at 660 F. Supp. 624 (E.D. Ark. 1987), *aff'd in part, vacated in part, Little Rock Sch. Dist. v. Pulaski County Special Sch. Dist.*, 839 F.2d 1296 (8th Cir. Ark. 1988).

Amendments. The 2005 amendment added (j).

The 2007 amendment added (b)(1)(iv); and substituted "affected by the transfer" for "within the county" in (f)(3).

Research References

U. Ark. Little Rock L. Rev.

Survey of Legislation, 2001 Arkansas General Assembly, Education Law, 24 U. Ark. Little Rock L. Rev. 453.

Survey of Legislation, 2003 Arkansas General Assembly, Education Law, Public School Choice, 26 U. Ark. Little Rock L. Rev. 384.

6-18-207. Minimum age for enrollment in public school.

(a) (1) (A) For the 2009-2010 school year, students may enter kindergarten in the public schools of this state if they will attain the age of five (5) years on or before September 1, 2009.

(B) For the 2010-2011 school year, students may enter kindergarten in the public schools of this state if they will attain the age of five (5) years on or before August 15, 2010.

(C) For the 2011-2012 school year and afterwards, students may enter kindergarten in the public schools of this state if they will attain the age of five (5) years on or before August 1 of the year in which they are seeking initial enrollment.

(2) Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he or she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the school district.

(3) (A) Notwithstanding the age requirements in subdivision (a)(1) of this section, a public school or public school district shall allow a child to enroll in kindergarten if the child:

**ARKANSAS DEPARTMENT OF
EDUCATION RULES
GOVERNING THE GUIDELINES,
PROCEDURES, AND
ENFORCEMENT OF THE
ARKANSAS PUBLIC SCHOOL
CHOICE ACT**

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE GUIDELINES, PROCEDURES, AND ENFORCEMENT OF THE
ARKANSAS PUBLIC SCHOOL CHOICE ACT
October 2007

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Guidelines, Procedures, and Enforcement of the Arkansas Public School Choice Act.

2.00 AUTHORITY

- 2.01 The Arkansas State Board of Education's authority for promulgating these rules is pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-429, 6-18-206 and Act 552 of 2007.

3.00 DEFINITIONS

- 3.01 Student – for purposes of this rule means any person legally enrolled or entitled to be enrolled in a public school district in Arkansas.
- 3.02 Resident district - for purposes of this rule means the public school district where a student is considered to reside pursuant to Ark. Code Ann. § 6-18-202.
- 3.03 Non-resident district - for purposes of this rule means the public school district a student last made legal application to attend pursuant to the Arkansas Public School Choice Act for the current school year.
- 3.04 Application - for purposes of this rule means a request submitted to a non-resident district to transfer from a student's resident district to a non-resident district on the official form approved by the Arkansas Department of Education.
- 3.05 Board - for purposes of this rule means the Arkansas State Board of Education.
- 3.06 Department - for purposes of this rule means the Arkansas Department of Education.
- 3.07 Minority - for purposes of this rule minority includes the following racial groups: African American, Hispanic, Asian or Pacific Islander, American Indian or Alaskan Native.
- 3.08 Majority - for purposes of this rule majority includes the following racial group: Caucasian.

4.00 PROCESS AND PROCEDURES FOR SCHOOL DISTRICT PARTICIPATION IN
PUBLIC SCHOOL CHOICE PROGRAM

- 4.01 Each school district shall participate in public school choice consistent with this section.

- 4.02 Every school district must adopt a resolution setting forth specific standards for acceptance and rejection of applications.
- 4.02.1 Such standards may include the capacity of a school program, class, grade level, or school building.
- 4.02.2 School districts shall not be required to add teachers, staff, or classrooms or in any way exceed current requirements or standards established by existing law when considering whether to accept an application.
- 4.02.3 A school district's standards shall include a statement that priority will be given to applications of siblings or step-siblings residing in the same residence or household of students already attending the district by choice where an application has been filed.
- 4.02.4 A school district's standards for acceptance and rejection of applications shall not include a student's previous academic achievement, athletic or extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings except that an expulsion from another school district may be included as a standard.
- 4.03 A district shall make public announcements over the broadcast media and in print media at such times and in such manner so as to inform parents or guardians of students in adjoining districts of the availability of the program, the July 1 application deadline, and the requirements and procedure for nonresident students to participate in the program.

5.00 PROCESS AND PROCEDURES FOR APPLICATIONS FOR TRANSFER
PURSUANT TO THE PUBLIC SCHOOL CHOICE PROGRAM

- 5.01 Any student may make application to enroll and attend a school in a district in which the student does not reside, subject to the restrictions and procedures contained in this rule and regulation and Arkansas law.
- 5.01.1 Before a student may attend a school in a nonresident district, the student's parent or guardian must submit an application on the form approved by and provided by the Department (see attached application) to the nonresident district.
- 5.01.2 The application to the nonresident district must be postmarked no later than July 1 of the year the student would begin the fall semester in the nonresident school district.
- 5.02 Any student attending a resident district classified as being in academic distress shall be eligible and entitled to apply to transfer to another geographically contiguous nonresident district not in academic distress during the time period a district is classified as being in academic distress subject to the restrictions allowed in 5.02.1 and 8.00.

- 5.02.1 Any student submitting an application under this section shall not be required to file the petition by the July 1 deadline, but shall meet all other requirements and conditions of this rule.
- 5.03 Within thirty (30) days of receipt of an application for public school choice transfer from a nonresident student, the nonresident district shall notify the parent or guardian and the resident district in writing (via first class United States mail) as to whether the nonresident district accepted or rejected the student's application.
- 5.03.1 If the application is rejected, the nonresident district must state in the notification letter the specific reasons for rejection.
- 5.03.2 If the application is accepted, the nonresident district shall state in the notification letter:
- a. An absolute deadline for the student to enroll in the district, or the acceptance notification is null; and
 - b. Any instructions for the renewal procedures established by the district.
- 5.04 Any student who accepts a school choice transfer may return to his or her school district during the course of the school year.
- 5.04.1 If a transferred student returns to his or her resident district during the school year, the student's transfer is voided and the student shall reapply for any future transfer.
- 5.05 Any student that submitted a valid application for transfer, which was denied a transfer by the nonresident district, may petition the Board to reconsider the application for transfer. The petitioning party shall set forth its arguments and evidence supporting the request for the Board's reconsideration of the application along with a copy of the nonresident district's notification of rejection letter.
- 5.05.1 The petition for reconsideration before the Board shall be in writing and shall be postmarked (via certified first class United States mail, return receipt requested) no later than ten (10) days after the student or student's parents or guardian receives notice of rejection from the nonresident district. Any request for a hearing before the Board must be made in the petition for reconsideration.
- 5.05.2 The petitioning party must mail or personally file their petition for reconsideration of the application to the nonresident district with the Office of the Director of the Department.
- 5.05.3 The nonresident district may submit in writing additional information, evidence or arguments supporting its rejection of the student's application.

- 5.05.4 The Board, at its sole discretion, may grant a public hearing on the petition for reconsideration or consider without a public hearing the petition, briefs and evidence submitted in writing before issuing its final decision on the petition for reconsideration of the application.
- 5.05.5 The Board may require the nonresident district to reconsider its rejection of the student application by a date established by the Board before deciding whether to grant the petition for reconsideration of the application.
- 5.05.6 The Board, at its discretion, shall have the authority to require any person associated with the student application (i.e. student, parent, guardian, etc.), the nonresident district or the resident district to appear in person or by pleading before the Board as a witness on the matter of a petition for reconsideration of an application.

6.00 TRANSPORTATION OF STUDENTS IN PUBLIC SCHOOL CHOICE PROGRAM

- 6.01 Transportation of a student from the resident district to a nonresident district is the responsibility of the student or the student's parents or guardians.
 - 6.01.1 When a student transfers under section 5.02, the cost of transportation of a student from the resident district to the nonresident district shall be the responsibility of the resident district.
- 6.02 The nonresident district may enter into a written agreement with the student, student's parents or guardians, or resident school district to provide transportation to or from any place in the resident district to the nonresident district, or both.
- 6.03 A nonresident district shall terminate transportation services to a student upon receipt of written notice (via certified first class United States mail, return receipt requested) from the Department to cease and desist transporting a student from the student's resident district.

7.00 NONRESIDENT DISTRICT'S RESPONSIBILITIES

- 7.01 The nonresident district shall accept all credits toward graduation of a student that were awarded by another district.
- 7.02 The nonresident district shall award a diploma to a nonresident student accepted for transfer under the Public School Choice Program if that student meets the nonresident district's graduation requirements.
- 7.03 The nonresident student accepted for transfer under the Public School Choice Program shall be counted as a part of the average daily membership of the nonresident district to which the student transferred.

8.00 PROVISIONS FOR AND LIMITATIONS ON PUBLIC SCHOOL CHOICE TRANSFERS

- 8.01 No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district, except as provided in 8.01.1 and 8.01.2.
- 8.01.1 A transfer is permitted if (1) the transfer is between districts within the same county; and (2) if the transfer does not result in either district exceeding the acceptable range of variance for representation of minority/majority students. The acceptable range of variance is determined as provided in Section 8.02, or
- 8.01.2 A transfer is permitted if each school district affected by the transfer does not have a critical mass of minority percentages of more than ten percent (10%) of any single.
- 8.02 The Department shall each year compute the minority/majority racial percentage(s) of the public school population for each county from the October Annual School Report. School districts may vary in the under-representation or over-representation of minority/majority students by a maximum of twenty-five percent (25%) of the difference in majority/minority percentages for the county as determined by the Department. For example, when the Department has calculated the county's racial balance for each student race category, each district is allowed an over-representation or under-representation of minority or majority students of a range of up to twenty-five (25%) of the county's racial balance.
- 8.03 No student transfer shall be permitted under the Public School Choice Program when such a transfer would conflict with a district's desegregation court order or a district's court-approved desegregation plan.

9.00 REPORTING AND MONITORING OBLIGATIONS

- 9.01 The Department shall monitor school districts for compliance with the Public School Choice law (Ark. Code Ann. § 6-18-206) and these rules.
- 9.02 Each school district shall provide to the Department, within thirty (30) working days of receipt of a written request from the Department, any information or reports the Department deems necessary for review and determination of the school district's compliance with the Public School Choice law and these rules.
- 9.03 All school districts shall report to the Equity Assistance Center of the Department on an annual basis the race, gender, and other pertinent information needed to properly monitor compliance with the provisions of this section.
- 9.04 The reports may be on those forms that are prescribed by the Department, or the data may be submitted electronically by the district using a format authorized by the Department.
- 9.05 The Department may withhold state aid from any school district that fails to file its report each year or fails to file any other information with a published

deadline requested from school districts by the Equity Assistance Center, so long as thirty (30) calendar days are given between the request for the information and the published deadline, except when the request comes from a member or committee of the General Assembly.

10.00 DISPUTES

- 10.01 Any school district may petition the State Board of Education to resolve alleged disputes arising under subsections (b) – (f) of Ark. Code Ann. § 6-18-206.
- 10.02 Any school district seeking to petition the State Board of Education must submit with its petition proof of public notice of the district's intent to petition the State Board. The public notice shall be published at least once per week for two consecutive weeks in a newspaper of general circulation in all the school districts impacted or involved in the alleged dispute.
- 10.03 The school district shall file its written petition with the Office of the Director of the Department at least thirty (30) working days prior to the State Board of Education meeting where the petition will be heard.
- 10.04 The school district shall provide proof in the petition that they have served (via certified first class United States mail, return receipt requested) a copy of their petition to the superintendent of all other school districts involved in the alleged dispute.
- 10.05 The petition shall set forth in writing the particular issues of dispute under the Public School Choice Program, the specific relief for which the petitioning party is requesting the Board to address, and shall list all school districts and other relevant parties in the dispute.
- 10.06 The petition shall set forth what efforts have been attempted by all relevant school boards and superintendents of the involved school districts to resolve the alleged dispute.
- 10.07 The petition shall state in writing whether the petitioning school district requests a hearing before the Board.
- 10.08 The Board, in its sole discretion, shall determine whether to grant a public hearing on a petition or to take action on the petition and pleadings submitted without granting a public hearing.
- 10.09 Any school district that is listed as a party in a petition to resolve a dispute shall file a written response with the Office of the Director of the Department. The written response shall be submitted for the Board's consideration along with the petition within ten (10) working days of receipt of notice of the petition.
- 10.10 The Board shall issue a written decision regarding all issues of alleged dispute mentioned in the petition, and the written decision shall be served on all the school districts listed as parties of dispute in the petition (via certified first class United States mail, return receipt requested) within twenty (20) working days of the Board's final decision.

- 10.11 Except for the procedures specifically set forth in Ark. Code Ann. § 6-18-206 and these rules, all hearings conducted by the Board shall be conducted pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et. seq..

**2010-2011 SCHOOL
CHOICE ELIGIBILITY**



Arkansas. COMMISSIONER'S COMMUNICATION

DEPARTMENT OF EDUCATION

4 State Capitol Mall Little Rock Arkansas 72201-1071 (501) 682-4475
Dr. Tom W. Kimbrell, Commissioner

Memo Number : COM-10-142

Date Created : 03/18/2010

Attention:

Type of Memo: Regulatory

Superintendents
Co-op Directors
Elementary Principals
Middle School Principals
High School Principals

Response Required: Yes

Section: Accountability - Dr. Charity Smith, Assistant Commissioner

Subject:
2010-2011 School Choice Eligibility

Contact Person:
Oliver Dillingham, Keyth Howard, Berthenia Gill

Regulatory Authority:
Ark. Code Ann. § 6-18-206

Phone Number:
501-682-4245

E-mail:
Berthenia.Gill@Arkansas.gov

"Arkansas Public School Choice Act of 1989"

A Public School Choice program was established to give parents and students more options with respect to where the student attends public school and to enable any student to attend a school in a district in which the student does not reside, subject to the restrictions contained in Ark. Code Ann. § 6-18-206.

The School Choice Eligibility list can be retrieved from the ArkansasEd.org website by clicking on this link:

<http://arkansased.org/educators>

The School Choice Eligibility shows the following:

1. District LEA

Each district is designated by LEA identification number.

2. District Name

Each district within the county is listed in alphabetical order.

3. Participation

Each school district shall participate in public school choice.

4. Eligibility

Rule 1- indicates that a district is eligible under Ark. Code Ann. § 6-18-206(f)(1), 'No student may transfer to a nonresident district where the percentage of enrollment for the student's race exceeds that percentage in the student's resident district except in the circumstances set forth in subdivisions (2) and (3) of the subsection.'

Rule 2- indicates that a district is eligible under Ark. Code Ann. § 6-18-206(f)(2)(A), 'A transfer to a district is exempt from the restriction set forth in subdivision (f)(1) of this section if the transfer is between two (2) districts within a county and if the minority percentage in the student's race and majority percentages of school enrollment in both the resident and nonresident district remain within an acceptable range of the county's overall minority percentage in the student's race and majority percentages of school population as set forth by the department.'

Rule 3- indicates that a district is eligible under Ark. Code Ann. § 6-18-206(f)(3), 'A transfer is exempt from the restriction set forth in subdivision (f)(1) of this section if each school district affected by the transfer does not have a critical mass of minority percentage in the student's race of more than ten percent (10%) of any single race.'

5. Percent Of Students K-12

The percent of two or more races, African American, Asian, Hispanic, Native American/Native Alaskan, Native Hawaiian/ Pacific Islander and White students in the district.

6. County Percents

The percent of two or more races, African American, Asian, Hispanic, Native American/Native Alaskan, Native Hawaiian/ Pacific Islander and White students in the county.

7. Acceptable Ranges

The computed percentage as outlined in Ark. Code Ann. § 6-18-206 (f)(2)(B).

8. Amendment 2001

Section 1 Ark. Code Ann. § 6-18-206(b)(1)(A), is amended to read as follows: 'before a student may attend a school in a non-resident district, the student's parent or guardian must submit an application on a form approved by the Arkansas Department of Education (ADE) to the non-resident district by submitting the application to the superintendent of the school district. This application must be postmarked not later than July 1 of the year in which the student would begin the fall semester at the non-resident district.'

Attached are the 2010-2011 School Choice Eligibility Report and the application form approved by the Arkansas Department of Education that must be submitted by parent or guardian before a student may attend a school in a non-resident district.

Note: The percent of students category has been change to reflect seven areas of ethnicity as required by federal regulation.

Attachments:

- 2010-2011 School Choice Eligibility
- School Choice Application

ADE

School Choice Eligibility: 2010-2011

ARKANSAS COUNTY											
LEA	District	Participant	Z or More Races		% K-12 Students						
			Asian	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
0101000	DEWITT SCHOOL DISTRICT	Y	1.32%	0.07%	15.07%	2.21%	0.29%	0.15%	80.88%		
0140700	SCHOOL OF EXCELLENCE CHARTER	N	17.78%	0.00%	24.44%	2.22%	0.00%	0.00%	55.56%		
0104000	STUTTGART SCHOOL DISTRICT	Y	1.29%	0.70%	45.34%	2.10%	0.05%	0.05%	50.46%		
County Percentages			1.53%	0.43%	32.42%	2.15%	0.15%	0.09%	63.22%		
Acceptable Ranges			1.34% - 1.73%	0.38% - 0.48%	28.37% - 36.48%	1.88% - 2.42%	0.13% - 0.17%	0.08% - 0.1%	55.32% - 71.12%		

ASHLEY COUNTY											
LEA	District	Participant	Z or More Races		% K-12 Students						
			Asian	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
0201000	CROSSETT SCHOOL DISTRICT	Y	0.16%	0.47%	37.72%	2.78%	0.00%	0.00%	58.88%		
0203000	HAMBURG SCHOOL DISTRICT	Y	0.20%	0.15%	25.23%	10.75%	0.00%	0.05%	63.61%		
County Percentages			0.18%	0.31%	31.40%	6.81%	0.00%	0.03%	61.27%		
Acceptable Ranges			0.16% - 0.2%	0.27% - 0.35%	27.48% - 35.33%	5.96% - 7.66%	0% - 0%	0.02% - 0.03%	53.61% - 68.93%		

BAKTER COUNTY											
LEA	District	Participant	Z or More Races		% K-12 Students						
			Asian	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
0302000	COTTER SCHOOL DISTRICT	Y	0.00%	0.45%	0.60%	2.99%	0.15%	0.15%	95.67%		
0303000	MOUNTAIN HOME SCHOOL DISTRICT	Y	4.94%	0.47%	0.27%	3.29%	0.40%	0.07%	90.55%		
0304000	MORFORK SCHOOL DISTRICT	Y	2.15%	0.43%	0.43%	1.51%	0.00%	0.22%	95.27%		
County Percentages			4.04%	0.47%	0.33%	3.09%	0.33%	0.10%	91.64%		
Acceptable Ranges			3.54% - 4.55%	0.41% - 0.52%	0.29% - 0.37%	2.7% - 3.48%	0.29% - 0.37%	0.09% - 0.11%	80.19% - 103.1%		

BENTON COUNTY											
LEA	District	Participant	Z or More Races		% K-12 Students						
			Asian	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
0440700	BENTON COUNTY SCHOOL OF ARTS	N	0.14%	1.71%	2.43%	7.56%	1.28%	0.71%	86.16%		
0401000	BENTONVILLE SCHOOL DISTRICT	Y	4.00%	3.82%	2.34%	10.83%	1.53%	0.14%	77.34%		
0402000	DECATUR SCHOOL DISTRICT	Y	0.00%	7.96%	0.61%	27.14%	3.67%	0.00%	60.61%		
0403000	GENTRY SCHOOL DISTRICT	Y	1.94%	7.15%	0.69%	12.36%	7.85%	0.14%	69.86%		
0404000	GRAVETTE SCHOOL DISTRICT	Y	1.36%	1.65%	0.79%	5.16%	2.55%	0.68%	87.80%		
0407000	PEA RIDGE SCHOOL DISTRICT	Y	0.13%	0.31%	1.13%	6.07%	1.00%	0.44%	90.93%		
0405000	ROGERS SCHOOL DISTRICT	Y	0.87%	2.06%	1.47%	40.66%	1.13%	0.36%	53.44%		
0406000	SILVAM SPRINGS SCHOOL DISTRICT	Y	0.67%	2.69%	1.30%	23.34%	6.48%	0.08%	65.45%		
County Percentages			1.97%	2.93%	1.69%	23.08%	2.20%	0.26%	67.86%		
Acceptable Ranges			1.72% - 2.22%	2.56% - 3.3%	1.48% - 1.9%	20.2% - 25.97%	1.92% - 2.47%	0.23% - 0.3%	59.38% - 76.35%		

BOONE COUNTY											
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White	% K-12 Students
0501000	ALPENA SCHOOL DISTRICT	Y	1.39%	0.00%	0.52%	1.56%	0.00%	0.00%	96.53%		
0502000	BERGMAN SCHOOL DISTRICT	Y	0.09%	0.18%	0.28%	2.39%	1.65%	0.55%	94.85%		
0503000	HARRISON SCHOOL DISTRICT	Y	0.97%	0.76%	0.29%	1.55%	0.58%	0.11%	95.75%		
0506000	LEAD HILL SCHOOL DISTRICT	Y	0.00%	0.00%	0.27%	0.27%	0.00%	1.08%	98.38%		
0504000	OMAHA SCHOOL DISTRICT	Y	0.23%	1.17%	0.93%	1.40%	0.93%	0.23%	95.10%		
0505000	VALLEY SPRINGS SCHOOL DISTRICT	Y	1.35%	0.21%	0.31%	1.35%	0.52%	0.10%	96.16%		
County Percentages			0.81%	0.48%	0.35%	1.58%	0.69%	0.24%	95.84%		
Acceptable Ranges			0.71% - 0.91%	0.42% - 0.54%	0.31% - 0.4%	1.38% - 1.78%	0.61% - 0.78%	0.21% - 0.27%	83.86% - 107.82%		

BRADLEY COUNTY											
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White	% K-12 Students
0601000	HERMITAGE SCHOOL DISTRICT	Y	0.00%	0.00%	18.57%	23.33%	0.00%	0.00%	58.10%		
0602000	WARREN SCHOOL DISTRICT	Y	0.46%	0.00%	34.77%	18.51%	0.07%	0.00%	46.18%		
County Percentages			0.36%	0.00%	30.96%	19.64%	0.05%	0.00%	48.98%		
Acceptable Ranges			0.31% - 0.4%	0% - 0%	27.09% - 34.84%	17.19% - 22.1%	0.04% - 0.06%	0% - 0%	42.86% - 55.11%		

CALHOUN COUNTY											
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White	% K-12 Students
0701000	HAMILTON SCHOOL DISTRICT	Y	0.00%	0.17%	27.72%	4.13%	0.50%	1.16%	66.34%		
County Percentages			0.00%	0.17%	27.72%	4.13%	0.50%	1.16%	66.34%		
Acceptable Ranges			0% - 0%	0.14% - 0.19%	24.26% - 31.19%	3.61% - 4.64%	0.43% - 0.56%	1.01% - 1.3%	58.04% - 74.63%		

CARROLL COUNTY											
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White	% K-12 Students
0801000	BERRYVILLE SCHOOL DISTRICT	Y	0.05%	1.28%	0.21%	20.13%	0.64%	0.27%	77.41%		
0802000	EUREKA SPRINGS SCHOOL DISTRICT	Y	0.45%	0.91%	0.76%	5.91%	0.15%	0.00%	91.82%		
0803000	GREEN FOREST SCHOOL DISTRICT	Y	0.16%	0.73%	0.08%	35.91%	0.57%	0.08%	62.47%		
County Percentages			0.16%	1.04%	0.27%	22.80%	0.53%	0.16%	75.05%		
Acceptable Ranges			0.14% - 0.18%	0.91% - 1.17%	0.23% - 0.3%	19.95% - 25.65%	0.47% - 0.6%	0.14% - 0.18%	65.67% - 84.43%		

CHICOT COUNTY									
LEA	District	Participant	% K-12 Students						
			2 of More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
0901000	DERMOTT SCHOOL DISTRICT	Y	-0.00%	0.45%	90.70%	1.59%	0.00%	0.00%	7.26%
0903000	LAKESIDE SCHOOL DISTRICT	Y	0.34%	0.50%	77.60%	8.05%	0.08%	0.00%	13.42%
County Percentages			0.24%	0.49%	81.14%	6.31%	0.06%	0.00%	11.76%
Acceptable Ranges			0.21% - 0.28%	0.43% - 0.55%	71% - 91.28%	5.52% - 7.1%	0.05% - 0.07%	0% - 0%	10.29% - 13.23%

CLARK COUNTY									
LEA	District	Participant	% K-12 Students						
			2 of More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1002000	ARCADELPHIA SCHOOL DISTRICT	Y	0.15%	1.03%	35.22%	4.69%	0.15%	0.05%	58.70%
1003000	GURDON SCHOOL DISTRICT	Y	1.95%	0.52%	28.65%	14.58%	0.52%	0.00%	53.78%
County Percentages			0.66%	0.89%	33.36%	7.49%	0.26%	0.04%	57.31%
Acceptable Ranges			0.58% - 0.75%	0.77% - 1%	29.19% - 37.53%	6.55% - 8.43%	0.23% - 0.29%	0.03% - 0.04%	50.14% - 64.47%

CLAY COUNTY									
LEA	District	Participant	% K-12 Students						
			2 of More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1101000	CORNING SCHOOL DISTRICT	Y	0.47%	0.00%	0.47%	1.41%	0.28%	0.28%	97.09%
1104000	PIGOTT SCHOOL DISTRICT	Y	0.00%	0.30%	0.50%	0.81%	0.10%	0.00%	98.29%
1106000	RECTOR SCHOOL DISTRICT	Y	0.00%	0.00%	0.00%	0.17%	0.00%	0.00%	99.83%
County Percentages			0.19%	0.11%	0.38%	0.90%	0.15%	0.11%	98.16%
Acceptable Ranges			0.16% - 0.21%	0.1% - 0.13%	0.33% - 0.42%	0.79% - 1.02%	0.13% - 0.17%	0.1% - 0.13%	85.89% - 110.43%

CLEBURNE COUNTY									
LEA	District	Participant	% K-12 Students						
			2 of More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1201000	CONCORD SCHOOL DISTRICT	Y	0.00%	0.00%	0.00%	0.67%	0.00%	0.00%	99.33%
1202000	HEBER SPRINGS SCHOOL DISTRICT	Y	0.00%	0.35%	0.76%	2.99%	0.53%	1.70%	93.67%
1203000	QUITMAN SCHOOL DISTRICT	Y	3.43%	0.00%	0.00%	2.78%	0.16%	0.00%	93.63%
1204000	WEST SIDE SCHOOL DISTRICT	Y	0.39%	0.00%	0.00%	0.58%	0.00%	0.00%	99.04%
County Percentages			0.70%	0.18%	0.40%	2.25%	0.30%	0.88%	95.28%
Acceptable Ranges			0.61% - 0.79%	0.16% - 0.21%	0.35% - 0.45%	1.97% - 2.53%	0.27% - 0.34%	0.77% - 0.99%	83.37% - 107.19%

CLEVELAND COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1305000	CLEVELAND COUNTY SCHOOL DIST.	Y	0.56%	0.11%	27.06%	1.45%	0.22%	0.00%	70.60%
1304000	WOODLAWN SCHOOL DISTRICT	Y	0.90%	0.00%	0.18%	2.89%	0.00%	0.18%	95.84%
County Percentages			0.69%	0.07%	16.82%	2.00%	0.14%	0.07%	80.22%
Acceptable Ranges			0.6% - 0.78%	0.06% - 0.08%	14.71% - 18.92%	1.75% - 2.25%	0.12% - 0.16%	0.06% - 0.08%	70.19% - 90.25%

COLUMBIA COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1408000	EMERSON-TAYLOR SCHOOL DISTRICT	Y	0.00%	0.80%	17.83%	1.11%	0.00%	0.48%	79.78%
1402000	MAGNOLIA SCHOOL DISTRICT	Y	0.00%	0.56%	56.50%	2.26%	0.07%	0.07%	40.54%
County Percentages			0.00%	0.60%	49.57%	2.05%	0.06%	0.14%	47.57%
Acceptable Ranges			0% - 0%	0.52% - 0.67%	43.38% - 55.77%	1.8% - 2.31%	0.05% - 0.06%	0.12% - 0.16%	41.63% - 53.52%

CONWAY COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1503000	NEMO VISTA SCHOOL DISTRICT	Y	3.21%	0.80%	2.61%	2.61%	0.20%	0.00%	90.56%
1507000	SO. CONWAY CO. SCHOOL DISTRICT	Y	0.83%	0.96%	21.74%	6.30%	1.09%	0.13%	68.96%
1505000	WONDERVIEW SCHOOL DISTRICT	Y	0.00%	0.00%	2.88%	1.44%	0.96%	0.00%	94.71%
County Percentages			1.09%	0.81%	16.33%	5.10%	0.93%	0.09%	75.64%
Acceptable Ranges			0.95% - 1.23%	0.71% - 0.91%	14.29% - 18.38%	4.46% - 5.74%	0.82% - 1.05%	0.08% - 0.11%	66.18% - 85.09%

CRAIGHAD COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
1601000	BAY SCHOOL DISTRICT	Y	0.00%	0.00%	2.45%	1.13%	0.00%	0.19%	96.23%
1603000	BROOKLAND SCHOOL DISTRICT	Y	0.19%	0.76%	1.21%	2.29%	0.51%	0.70%	94.33%
1605000	BUFFALO IS. CENTRAL SCH. DIST.	Y	2.48%	0.12%	0.00%	17.02%	0.25%	0.00%	80.12%
1608000	JONESBORO SCHOOL DISTRICT	Y	1.07%	0.61%	42.09%	8.94%	0.19%	0.06%	47.03%
1611000	NETTLETON SCHOOL DISTRICT	Y	1.62%	1.85%	29.82%	5.89%	0.25%	0.06%	60.50%
1613000	RIVERSIDE SCHOOL DISTRICT	Y	0.00%	0.00%	1.24%	1.99%	0.12%	0.75%	95.90%
1612000	VALLEY VIEW SCHOOL DISTRICT	Y	0.53%	1.84%	1.93%	3.38%	0.44%	0.66%	91.22%
1602000	WESTSIDE CONS. SCHOOL DISTRICT	Y	0.93%	0.12%	1.36%	1.61%	0.06%	0.00%	95.91%
County Percentages			0.98%	0.92%	20.32%	5.95%	0.25%	0.24%	71.34%
Acceptable Ranges			0.86% - 1.11%	0.81% - 1.04%	17.78% - 22.86%	5.21% - 6.7%	0.22% - 0.28%	0.21% - 0.27%	62.42% - 80.26%

CRAWFORD COUNTY		% K-12 Students									
LEA	District	Participant	Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
1701000	ALMA SCHOOL DISTRICT	Y	1.07%	0.32%	1.39%	2.29%	1.03%	0.23%	93.68%		
1702000	CEDARVILLE SCHOOL DISTRICT	Y	1.71%	0.75%	0.32%	2.24%	3.21%	0.21%	91.56%		
1703000	MCOUNTAINBURG SCHOOL DISTRICT	Y	0.00%	-0.15%	0.30%	0.59%	3.25%	0.15%	95.56%		
1704000	MULBERRY SCHOOL DISTRICT	Y	0.00%	1.50%	0.25%	0.75%	1.00%	0.00%	96.49%		
1705000	VAN BUREN SCHOOL DISTRICT	Y	6.37%	2.46%	2.04%	14.53%	1.73%	0.19%	72.69%		
County Percentages			3.76%	1.49%	1.53%	8.46%	1.70%	0.19%	82.87%		
Acceptable Ranges			3.29% - 4.23%	1.31% - 1.68%	1.34% - 1.72%	7.4% - 9.51%	1.49% - 1.91%	0.17% - 0.22%	72.51% - 93.22%		

CRITENDEN COUNTY		% K-12 Students									
LEA	District	Participant	Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
1802000	EARLE SCHOOL DISTRICT	Y	0.00%	0.66%	95.67%	0.00%	0.39%	0.00%	3.28%		
1804000	MARION SCHOOL DISTRICT	Y	0.30%	1.15%	39.38%	3.30%	0.35%	0.13%	55.39%		
1805000	TURRELL SCHOOL DISTRICT	Y	0.00%	0.00%	91.02%	0.00%	0.00%	0.00%	8.98%		
1803000	WEST MEMPHIS SCHOOL DISTRICT	Y	0.39%	0.44%	79.74%	0.62%	0.03%	0.10%	18.67%		
County Percentages			0.32%	0.70%	66.37%	1.54%	0.17%	0.10%	30.79%		
Acceptable Ranges			0.28% - 0.36%	0.62% - 0.79%	58.07% - 74.66%	1.35% - 1.74%	0.15% - 0.2%	0.09% - 0.11%	26.94% - 34.64%		

CROSS COUNTY		% K-12 Students									
LEA	District	Participant	Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
1901000	CROSS COUNTY SCHOOL DISTRICT	Y	1.01%	0.00%	10.91%	1.34%	0.17%	0.34%	86.24%		
1905000	WYNNIE SCHOOL DISTRICT	Y	0.25%	0.46%	31.63%	1.54%	0.11%	0.32%	65.71%		
County Percentages			0.38%	0.38%	28.05%	1.51%	0.12%	0.32%	69.26%		
Acceptable Ranges			0.33% - 0.42%	0.33% - 0.42%	24.54% - 31.56%	1.32% - 1.7%	0.1% - 0.13%	0.28% - 0.36%	60.6% - 77.91%		

DALLAS COUNTY		% K-12 Students									
LEA	District	Participant	Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
2002000	FORDYCE SCHOOL DISTRICT	Y	0.00%	0.10%	53.39%	2.03%	0.10%	0.00%	44.38%		
County Percentages			0.00%	0.10%	53.39%	2.03%	0.10%	0.00%	44.38%		
Acceptable Ranges			0% - 0%	0.09% - 0.11%	46.72% - 60.07%	1.77% - 2.28%	0.09% - 0.11%	0% - 0%	38.83% - 49.92%		

DESHA COUNTY									
LEA	District	Participant	% K-12 Students						
			2 or More Races	Asian	African American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
2104000	DUMAS SCHOOL DISTRICT	Y	0.07%	0.33%	66.71%	6.83%	0.00%	0.00%	26.06%
2105000	MCGEEH SCHOOL DISTRICT	Y	0.09%	0.60%	47.57%	2.05%	0.09%	0.00%	49.62%
County Percentages			0.07%	0.45%	58.34%	4.74%	0.04%	0.00%	36.37%
Acceptable Ranges			0.07% - 0.08%	0.39% - 0.5%	51.04% - 65.63%	4.14% - 5.33%	0.03% - 0.04%	0% - 0%	31.82% - 40.91%

DREW COUNTY									
LEA	District	Participant	% K-12 Students						
			2 or More Races	Asian	African American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
2202000	DREW CENTRAL SCHOOL DISTRICT	Y	1.22%	0.20%	25.41%	5.18%	0.41%	0.00%	67.58%
2203000	MONTECELLO SCHOOL DISTRICT	Y	0.00%	0.63%	34.73%	1.88%	0.14%	0.00%	62.62%
County Percentages			0.39%	0.49%	31.73%	2.94%	0.23%	0.00%	64.22%
Acceptable Ranges			0.34% - 0.44%	0.43% - 0.55%	27.77% - 35.7%	2.57% - 3.31%	0.2% - 0.26%	0% - 0%	56.19% - 72.24%

FAULKNER COUNTY									
LEA	District	Participant	% K-12 Students						
			2 or More Races	Asian	African American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
2301000	CONWAY SCHOOL DISTRICT	Y	0.21%	1.46%	25.99%	6.56%	0.34%	0.00%	65.43%
2303000	GREENBRIER SCHOOL DISTRICT	Y	0.42%	0.16%	1.01%	2.38%	0.78%	0.16%	95.07%
2304000	GUY-PERKINS SCHOOL DISTRICT	Y	0.43%	0.21%	8.58%	1.50%	0.00%	0.86%	88.41%
2305000	MAYFLOWER SCHOOL DISTRICT	Y	0.59%	0.00%	7.93%	1.37%	0.49%	0.00%	89.62%
2306000	MT. VERNON/ENOOLA SCHOOL DIST.	Y	0.00%	0.20%	0.99%	1.98%	0.20%	0.79%	95.85%
2307000	VILONIA SCHOOL DISTRICT	Y	0.00%	0.47%	0.97%	2.08%	0.84%	0.54%	95.09%
County Percentages			0.23%	0.90%	14.88%	4.45%	0.50%	0.17%	78.86%
Acceptable Ranges			0.2% - 0.26%	0.79% - 1.01%	13.02% - 16.74%	3.9% - 5.01%	0.44% - 0.57%	0.15% - 0.19%	69% - 88.72%

FRANKLIN COUNTY									
LEA	District	Participant	% K-12 Students						
			2 or More Races	Asian	African American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
2402000	CHARLESTON SCHOOL DISTRICT	Y	0.81%	0.92%	0.81%	2.77%	0.12%	0.35%	94.73%
2403000	COUNTY LINE SCHOOL DISTRICT	Y	0.00%	3.58%	1.59%	1.19%	0.80%	0.00%	92.84%
2404000	OZARK SCHOOL DISTRICT	Y	0.05%	1.83%	1.13%	2.25%	0.86%	0.81%	93.08%
County Percentages			0.25%	1.86%	1.11%	2.23%	0.65%	0.56%	93.35%
Acceptable Ranges			0.22% - 0.28%	1.62% - 2.09%	0.97% - 1.25%	1.95% - 2.51%	0.57% - 0.73%	0.49% - 0.63%	81.68% - 105.02%

FULTON COUNTY												
LEA	District	Participat	2 or More Races		Asian		African-American		Hispanic		% K-12 Students	
			2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White			
2501000	MAMMOTH SPRING SCHOOL DISTRICT	Y	0.25%	0.00%	1.01%	1.26%	0.00%	0.00%	0.00%	0.00%	97.47%	
2502000	SALEM SCHOOL DISTRICT	Y	3.34%	0.27%	0.40%	1.34%	0.27%	0.00%	0.00%	0.00%	94.39%	
2503000	VIOLA SCHOOL DISTRICT	Y	0.49%	0.00%	0.98%	0.73%	1.46%	0.24%	0.24%	0.06%	96.10%	
County Percentages			1.80%	0.13%	0.71%	1.16%	0.51%	0.06%	0.06%	0.06%	95.63%	
Acceptable Ranges			1.58% - 2.03%	0.11% - 0.14%	0.62% - 0.8%	1.01% - 1.3%	0.45% - 0.58%	0.06% - 0.07%	0.06% - 0.07%	0.06% - 0.07%	83.67% - 107.58%	

GARLAND COUNTY												
LEA	District	Participat	2 or More Races		Asian		African-American		Hispanic		% K-12 Students	
			2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White			
2601000	CUTLER-MORNING STAR SCH. DIST.	Y	1.60%	0.58%	2.77%	6.55%	1.60%	0.15%	0.15%	0.15%	86.75%	
2602000	FOUNTAIN LAKE SCHOOL DISTRICT	Y	0.00%	1.14%	2.11%	4.71%	1.38%	0.41%	0.41%	0.41%	90.25%	
2603000	HOT SPRINGS SCHOOL DISTRICT	Y	0.91%	1.41%	40.99%	10.69%	0.47%	0.06%	0.06%	0.06%	45.47%	
2604000	JESSIEVILLE SCHOOL DISTRICT	Y	0.22%	1.72%	1.40%	5.38%	0.43%	0.00%	0.00%	0.00%	90.86%	
2605000	LAKE HAMILTON SCHOOL DISTRICT	Y	3.92%	0.83%	2.16%	6.24%	0.60%	0.73%	0.73%	0.73%	85.51%	
2606000	LAKE SIDE SCHOOL DISTRICT	Y	0.10%	1.71%	8.76%	6.55%	0.82%	0.66%	0.66%	0.66%	81.40%	
2607000	MOUNTAIN PINE SCHOOL DISTRICT	Y	1.47%	1.31%	8.66%	3.76%	0.16%	1.47%	1.47%	1.47%	83.17%	
County Percentages			1.52%	1.26%	13.80%	7.16%	0.70%	0.47%	0.47%	0.47%	75.09%	
Acceptable Ranges			1.33% - 1.71%	1.11% - 1.42%	12.07% - 15.52%	6.27% - 8.06%	0.62% - 0.79%	0.41% - 0.53%	0.41% - 0.53%	0.41% - 0.53%	65.7% - 84.47%	

GRANT COUNTY												
LEA	District	Participat	2 or More Races		Asian		African-American		Hispanic		% K-12 Students	
			2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White			
2703000	POYEN SCHOOL DISTRICT	Y	0.00%	0.74%	0.55%	1.10%	0.37%	0.00%	0.00%	0.00%	97.24%	
2705000	SHERIDAN SCHOOL DISTRICT	Y	0.00%	1.63%	2.07%	2.50%	0.36%	0.02%	0.02%	0.02%	93.42%	
County Percentages			0.00%	1.52%	1.89%	2.34%	0.36%	0.02%	0.02%	0.02%	93.86%	
Acceptable Ranges			0% - 0%	1.33% - 1.71%	1.65% - 2.12%	2.05% - 2.63%	0.32% - 0.41%	0.02% - 0.02%	0.02% - 0.02%	0.02% - 0.02%	82.13% - 105.59%	

GREENE COUNTY												
LEA	District	Participat	2 or More Races		Asian		African-American		Hispanic		% K-12 Students	
			2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White			
2807000	GREENE CO. TECH SCHOOL DIST.	Y	0.06%	0.21%	0.81%	2.15%	0.12%	0.24%	0.24%	0.24%	96.36%	
2803000	MARMADUKE SCHOOL DISTRICT	Y	0.00%	0.00%	0.41%	2.05%	0.14%	0.14%	0.14%	0.14%	97.26%	
2808000	PARAGOULD SCHOOL DISTRICT	Y	2.94%	0.25%	1.51%	3.86%	0.14%	0.14%	0.14%	0.14%	91.17%	
County Percentages			1.24%	0.20%	1.08%	2.84%	0.13%	0.19%	0.19%	0.19%	94.32%	
Acceptable Ranges			1.09% - 1.4%	0.18% - 0.23%	0.95% - 1.22%	2.49% - 3.2%	0.11% - 0.15%	0.16% - 0.21%	0.16% - 0.21%	0.16% - 0.21%	82.53% - 106.11%	

HEMSTAD COUNTY											
LEA	District	Participant	%K-12 Students								
			Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
2901000	BLEVINIS SCHOOL DISTRICT	Y	0.79%	-0.32%	17.27%	10.14%	-0.48%	0.00%	71.00%		
2903000	HOPE SCHOOL DISTRICT	Y	0.00%	-0.47%	47.78%	24.95%	-0.24%	0.47%	26.09%		
2906000	SPRING HILL SCHOOL DISTRICT	Y	0.64%	-0.00%	0.21%	3.60%	0.42%	0.85%	94.28%		
County Percentages			0.22%	0.38%	36.33%	19.62%	0.30%	0.44%	42.70%		
Acceptable Ranges			0.19% - 0.25%	-0.34% - 0.43%	31.79% - 40.88%	17.17% - 22.07%	0.26% - 0.34%	0.38% - 0.49%	37.36% - 48.04%		

HOT SPRING COUNTY											
LEA	District	Participant	%K-12 Students								
			Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
3001000	BISMARCK SCHOOL DISTRICT	Y	0.00%	-0.51%	1.12%	7.93%	0.81%	0.41%	89.72%		
3002000	GLEN ROSE SCHOOL DISTRICT	Y	0.30%	0.10%	0.61%	0.61%	-0.40%	0.40%	97.58%		
3003000	MAGNET COVE SCHOOL DIST.	Y	-0.14%	0.14%	1.87%	1.29%	0.86%	0.00%	95.69%		
3004000	MALVERN SCHOOL DISTRICT	Y	0.61%	-0.47%	32.41%	5.15%	0.52%	0.09%	60.75%		
3005000	OUACHITA SCHOOL DISTRICT	Y	0.00%	0.21%	1.91%	0.64%	1.91%	0.21%	95.12%		
County Percentages			0.32%	0.34%	13.86%	3.91%	0.72%	0.21%	80.64%		
Acceptable Ranges			0.28% - 0.36%	-0.3% - 0.38%	12.13% - 15.59%	3.42% - 4.39%	0.63% - 0.81%	0.18% - 0.23%	70.56% - 90.73%		

HOWARD COUNTY											
LEA	District	Participant	%K-12 Students								
			Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
3102000	DIERKS SCHOOL DISTRICT	Y	0.00%	-0.00%	0.78%	5.83%	0.97%	0.00%	92.43%		
3104000	MINERAL SPRINGS SCHOOL DIST.	Y	0.20%	1.39%	61.90%	12.70%	0.60%	0.40%	22.82%		
3105000	NASHVILLE SCHOOL DISTRICT	Y	1.58%	1.21%	22.66%	16.02%	0.37%	0.53%	57.69%		
County Percentages			1.06%	1.03%	25.57%	13.64%	0.48%	0.41%	57.80%		
Acceptable Ranges			0.93% - 1.2%	0.9% - 1.16%	22.38% - 28.77%	11.94% - 15.35%	0.42% - 0.54%	0.36% - 0.46%	50.57% - 65.02%		

INDEPENDENCE COUNTY											
LEA	District	Participant	%K-12 Students								
			Z or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White		
3201000	BATESVILLE SCHOOL DISTRICT	Y	1.77%	2.23%	5.74%	11.72%	0.38%	0.21%	77.95%		
3212000	CEDAR RIDGE SCHOOL DISTRICT	Y	0.12%	0.12%	1.22%	0.12%	-0.24%	1.34%	96.83%		
3211000	MIDLAND SCHOOL DISTRICT	Y	0.00%	0.98%	0.78%	0.98%	0.00%	0.20%	97.07%		
3209000	SOUTHSIDE SCHOOL DISTRICT	Y	2.31%	-0.53%	0.13%	3.29%	0.07%	0.13%	93.54%		
County Percentages			1.52%	1.36%	3.16%	6.87%	0.24%	0.35%	86.50%		
Acceptable Ranges			1.33% - 1.71%	1.19% - 1.53%	2.77% - 3.56%	6.01% - 7.72%	0.21% - 0.28%	0.31% - 0.39%	75.68% - 97.31%		

IZARD COUNTY									
LEA	District	Participant	Z of More Races		% K-12 Students		% K-12 Students		
			Asian	African-American	Hispanic	Native American/ Native Alaskan	Native American/ Pacific Islander	Native Hawaiian/ Pacific Islander	White
3301000	CALICO ROCK SCHOOL DISTRICT	Y	0.00%	0.24%	0.24%	1.22%	0.00%	0.00%	98.29%
3306000	IZARD CO. CONS. SCHOOL DIST.	Y	0.00%	0.39%	1.36%	3.31%	0.58%	0.00%	94.35%
3302000	MELBOURNE SCHOOL DISTRICT	Y	0.66%	0.55%	0.66%	1.53%	0.44%	0.11%	96.07%
County Percentages			0.33%	0.44%	0.76%	1.96%	0.38%	0.05%	96.08%
Acceptable Ranges			0.29% - 0.37%	0.38% - 0.49%	0.67% - 0.86%	1.71% - 2.2%	0.33% - 0.43%	0.05% - 0.06%	84.07% - 108.09%

JACKSON COUNTY									
LEA	District	Participant	Z of More Races		% K-12 Students		% K-12 Students		
			Asian	African-American	Hispanic	Native American/ Native Alaskan	Native American/ Pacific Islander	Native Hawaiian/ Pacific Islander	White
3405000	JACKSON CO. SCHOOL DISTRICT	Y	0.25%	0.12%	3.36%	1.00%	0.12%	0.00%	95.15%
3403000	NEWPORT SCHOOL DISTRICT	Y	1.13%	0.35%	37.48%	5.34%	0.21%	0.00%	55.49%
County Percentages			0.81%	0.27%	25.16%	3.77%	0.18%	0.00%	69.81%
Acceptable Ranges			0.71% - 0.91%	0.24% - 0.3%	22.01% - 28.3%	3.3% - 4.25%	0.16% - 0.2%	0% - 0%	61.08% - 78.54%

JEFFERSON COUNTY									
LEA	District	Participant	Z of More Races		% K-12 Students		% K-12 Students		
			Asian	African-American	Hispanic	Native American/ Native Alaskan	Native American/ Pacific Islander	Native Hawaiian/ Pacific Islander	White
3502000	DOLLARWAY SCHOOL DISTRICT	Y	0.00%	0.44%	91.66%	1.00%	0.00%	0.06%	6.85%
3540700	HOPE ACADEMY	N	0.00%	0.00%	95.00%	0.00%	0.00%	0.00%	5.00%
3505000	PINE BLUFF SCHOOL DISTRICT	Y	1.43%	0.27%	95.60%	0.64%	0.08%	0.00%	1.97%
3509000	WATSON CHAPEL SCHOOL DISTRICT	Y	0.03%	0.31%	67.29%	0.81%	0.06%	0.06%	31.41%
3510000	WHITE HALL SCHOOL DISTRICT	Y	1.28%	2.39%	11.83%	2.55%	0.34%	0.07%	81.55%
County Percentages			0.86%	0.80%	68.40%	1.17%	0.13%	0.04%	28.60%
Acceptable Ranges			0.75% - 0.96%	0.7% - 0.9%	59.85% - 76.95%	1.03% - 1.32%	0.11% - 0.14%	0.03% - 0.04%	25.03% - 32.18%

JOHNSON COUNTY									
LEA	District	Participant	Z of More Races		% K-12 Students		% K-12 Students		
			Asian	African-American	Hispanic	Native American/ Native Alaskan	Native American/ Pacific Islander	Native Hawaiian/ Pacific Islander	White
3601000	CLARKSVILLE SCHOOL DISTRICT	Y	1.49%	1.02%	2.24%	27.83%	0.47%	0.12%	66.84%
3604000	LAMAR SCHOOL DISTRICT	Y	0.00%	0.92%	0.92%	2.75%	0.64%	0.73%	94.03%
3606000	WESTSIDE SCHOOL DISTRICT	Y	0.00%	4.05%	0.00%	2.75%	0.32%	0.49%	92.39%
County Percentages			0.89%	1.43%	1.57%	17.77%	0.49%	0.33%	77.51%
Acceptable Ranges			0.78% - 1%	1.25% - 1.61%	1.38% - 1.77%	15.55% - 19.99%	0.43% - 0.56%	0.29% - 0.37%	67.82% - 87.2%

LAFAYETTE COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
3701000	BRADLEY SCHOOL DISTRICT	Y	0.00%	0.00%	40.39%	1.95%	0.00%	0.00%	57.66%
3704000	LAFAYETTE COUNTY SCHOOL DISTRICT	Y	1.12%	0.25%	61.80%	1.75%	0.00%	0.12%	34.96%
County Percentages			0.74%	0.17%	54.54%	1.82%	0.00%	0.08%	42.66%
Acceptable Ranges			0.65% - 0.84%	0.14% - 0.19%	47.72% - 61.36%	1.59% - 2.04%	0% - 0%	0.07% - 0.09%	37.32% - 47.99%

LAWRENCE COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
3809000	HILLCREST SCHOOL DISTRICT	Y	0.46%	0.23%	0.00%	0.23%	0.00%	0.00%	99.08%
3804000	HOXIE SCHOOL DISTRICT	Y	0.20%	0.50%	1.09%	0.60%	0.00%	0.30%	97.31%
3840700	IMBODEN CHARTER SCHOOL DISTRICT	N	0.00%	0.00%	2.90%	1.45%	0.00%	0.00%	94.20%
3810000	LAWRENCE COUNTY SCHOOL DISTRICT	Y	1.91%	0.19%	0.00%	1.14%	0.10%	0.00%	96.66%
3806000	SLOAN-HENDRIX SCHOOL DISTRICT	Y	0.00%	0.60%	0.60%	1.39%	0.20%	0.20%	97.01%
County Percentages			0.78%	0.36%	0.52%	0.88%	0.10%	0.13%	97.22%
Acceptable Ranges			0.69% - 0.88%	0.31% - 0.44%	0.46% - 0.59%	0.77% - 0.99%	0.09% - 0.11%	0.11% - 0.15%	85.07% - 109.38%

LEE COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
3904000	LEE COUNTY SCHOOL DISTRICT	Y	0.00%	0.27%	92.56%	1.61%	0.00%	0.36%	5.20%
County Percentages			0.00%	0.27%	92.56%	1.61%	0.00%	0.36%	5.20%
Acceptable Ranges			0% - 0%	0.24% - 0.3%	80.99% - 104.13%	1.41% - 1.81%	0% - 0%	0.31% - 0.4%	4.55% - 5.85%

LINCOLN COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
4003000	STAR CITY SCHOOL DISTRICT	Y	0.89%	0.06%	23.31%	5.40%	0.42%	0.00%	69.93%
County Percentages			0.89%	0.06%	23.31%	5.40%	0.42%	0.00%	69.93%
Acceptable Ranges			0.78% - 1%	0.05% - 0.07%	20.4% - 26.22%	4.72% - 6.07%	0.36% - 0.47%	0% - 0%	61.19% - 78.67%

LITTLE RIVER COUNTY										
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
4101000	ASHDOWN SCHOOL DISTRICT	Y	0.78%	0.84%	30.40%	3.56%	0.52%	0.06%	63.84%	
4102000	FOREMAN SCHOOL DISTRICT	Y	0.00%	1.08%	17.38%	8.42%	1.25%	1.97%	69.89%	
County Percentages			0.57%	0.90%	26.95%	4.85%	0.71%	0.57%	65.45%	
Acceptable Ranges			0.5% - 0.64%	0.79% - 1.02%	23.58% - 30.32%	4.24% - 5.45%	0.62% - 0.8%	0.5% - 0.64%	57.27% - 73.63%	

LOGAN COUNTY										
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
4201000	BOONEVILLE SCHOOL DISTRICT	Y	0.00%	0.64%	0.57%	3.32%	0.85%	0.85%	93.78%	
4202000	MAGAZINE SCHOOL DISTRICT	Y	0.00%	5.51%	0.18%	1.84%	1.10%	0.00%	91.36%	
4203000	PARIS SCHOOL DISTRICT	Y	3.32%	4.40%	2.87%	2.24%	0.36%	0.00%	86.80%	
4204000	SCRANTON SCHOOL DISTRICT	Y	0.74%	2.45%	0.00%	0.74%	0.00%	0.00%	96.08%	
County Percentages			1.15%	2.82%	1.18%	2.44%	0.63%	0.34%	91.44%	
Acceptable Ranges			1.01% - 1.29%	2.46% - 3.17%	1.03% - 1.33%	2.14% - 2.75%	0.55% - 0.71%	0.3% - 0.39%	80.01% - 102.87%	

LONOKE COUNTY										
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
4304000	CABOT SCHOOL DISTRICT	Y	0.00%	1.53%	1.67%	3.55%	0.48%	0.31%	92.46%	
4303000	CARLISLE SCHOOL DISTRICT	Y	0.84%	0.14%	12.53%	1.25%	0.00%	0.14%	85.10%	
4302000	ENGLAND SCHOOL DISTRICT	Y	0.39%	0.13%	41.34%	3.23%	0.00%	0.00%	54.91%	
4301000	LONOKE SCHOOL DISTRICT	Y	1.92%	0.64%	20.73%	5.66%	0.16%	2.14%	68.75%	
County Percentages			0.34%	1.25%	7.27%	3.71%	0.38%	0.54%	86.51%	
Acceptable Ranges			0.3% - 0.38%	1.09% - 1.4%	6.36% - 8.18%	3.24% - 4.17%	0.33% - 0.42%	0.48% - 0.61%	75.7% - 97.33%	

MADISON COUNTY										
LEA	District	Participant	2 or More Races		Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
4401000	HUNTSVILLE SCHOOL DISTRICT	Y	0.38%	0.98%	0.13%	7.01%	1.24%	0.34%	89.91%	
County Percentages			0.38%	0.98%	0.13%	7.01%	1.24%	0.34%	89.91%	
Acceptable Ranges			0.34% - 0.43%	0.86% - 1.11%	0.11% - 0.14%	6.14% - 7.89%	1.08% - 1.39%	0.3% - 0.38%	78.67% - 101.15%	

MARION COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
			% K-12 Students						
4501000	FLIPPIN SCHOOL DISTRICT	Y	0.82%	0.12%	0.00%	1.18%	0.71%	0.00%	97.17%
4502000	YELVILLE-SUMMIT SCHOOL DIST.	Y	0.00%	0.48%	0.12%	1.08%	0.12%	0.72%	97.49%
County Percentages			0.42%	0.30%	0.06%	1.13%	0.42%	0.36%	97.33%
Acceptable Ranges			0.36% - 0.47%	0.26% - 0.33%	0.05% - 0.07%	0.99% - 1.27%	0.36% - 0.47%	0.31% - 0.4%	85.16% - 109.5%

MILLER COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
			% K-12 Students						
4603000	FOUKE SCHOOL DISTRICT	Y	0.29%	0.19%	0.48%	0.87%	0.78%	0.10%	97.28%
4602000	GENDA CENTRAL SCHOOL DISTRICT	Y	0.22%	0.00%	0.00%	0.54%	0.43%	0.54%	98.27%
4605000	TEXARKANA SCHOOL DISTRICT	Y	2.60%	0.32%	48.59%	3.43%	0.32%	0.39%	44.35%
County Percentages			1.88%	0.25%	33.67%	2.59%	0.41%	0.36%	60.83%
Acceptable Ranges			1.64% - 2.11%	0.22% - 0.28%	29.46% - 37.88%	2.27% - 2.91%	0.36% - 0.46%	0.32% - 0.41%	53.23% - 68.44%

MISSISSIPPI COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
			% K-12 Students						
4701000	ARMOREL SCHOOL DISTRICT	Y	0.00%	1.35%	9.89%	4.72%	0.45%	0.22%	83.37%
4702000	BLTHERVILLE SCHOOL DISTRICT	Y	0.03%	1.06%	78.13%	2.22%	0.10%	0.00%	18.46%
4708000	GOSNELL SCHOOL DISTRICT	Y	0.92%	0.49%	23.66%	6.36%	0.14%	0.00%	68.43%
4712000	MANILA SCHOOL DISTRICT	Y	0.68%	0.20%	0.20%	6.16%	0.00%	0.00%	92.77%
4740700	OSCEOLA COMM, ARTS AND BUS CH SCH	N	0.87%	0.87%	20.87%	2.61%	0.87%	0.00%	73.91%
4713000	OSCEOLA SCHOOL DISTRICT	Y	0.94%	0.40%	76.27%	3.08%	0.00%	0.00%	19.30%
4706000	SO. MISS. COUNTY SCHOOL DIST.	Y	0.63%	0.16%	30.35%	5.19%	0.16%	0.00%	63.52%
County Percentages			0.50%	0.64%	48.83%	4.05%	0.11%	0.01%	45.85%
Acceptable Ranges			0.44% - 0.56%	0.56% - 0.72%	42.73% - 54.94%	3.55% - 4.56%	0.1% - 0.13%	0.01% - 0.01%	40.12% - 51.58%

MONROE COUNTY									
LEA	District	Participant	2 or More Races	Asian	African-American	Hispanic	Native American/ Native Alaskan	Native Hawaiian/ Pacific Islander	White
			% K-12 Students						
4801000	BRINKLEY SCHOOL DISTRICT	Y	2.73%	0.86%	58.85%	0.58%	0.00%	0.00%	36.98%
4802000	CLARENDON SCHOOL DISTRICT	Y	2.03%	0.00%	58.04%	3.88%	0.00%	0.00%	36.04%
County Percentages			2.43%	0.49%	58.50%	2.02%	0.00%	0.00%	36.57%
Acceptable Ranges			2.12% - 2.73%	0.42% - 0.55%	51.18% - 65.81%	1.77% - 2.28%	0% - 0%	0% - 0%	32% - 41.14%

4901000	CADDO HILLS SCHOOL DISTRICT	Y	0.00%	1.63%	0.18%	13.79%	0.18%	0.18%	84.03%
4902000	MCOUNT IDA SCHOOL DISTRICT	Y	0.00%	0.75%	1.31%	0.94%	0.37%	0.00%	96.63%
County Percentages			0.00%	1.20%	0.79%	7.47%	0.28%	0.09%	90.23%
Acceptable Ranges			0% - 0%	1.05% - 1.35%	0.65% - 0.83%	6.53% - 8.4%	0.24% - 0.31%	0.08% - 0.1%	78.95% - 101.51%
NEVADA SCHOOL DISTRICT									
5008000	NEVADA SCHOOL DISTRICT	Y	4.51%	0.50%	39.10%	2.01%	0.50%	0.00%	53.38%
5006000	PRESCOTT SCHOOL DISTRICT	Y	0.00%	1.41%	40.26%	3.53%	0.20%	0.30%	54.29%
County Percentages			1.29%	1.15%	39.93%	3.09%	0.29%	0.22%	54.03%
Acceptable Ranges			1.13% - 1.46%	1.01% - 1.29%	34.94% - 44.92%	2.71% - 3.48%	0.25% - 0.32%	0.19% - 0.24%	47.28% - 60.78%
DEER/MT. JUDEA SCHOOL DISTRICT									
5106000	DEER/MT. JUDEA SCHOOL DISTRICT	Y	5.35%	0.53%	0.00%	0.53%	8.02%	0.53%	85.03%
5102000	JASPER SCHOOL DISTRICT	Y	0.00%	0.00%	0.11%	1.00%	0.78%	0.33%	97.77%
County Percentages			1.57%	0.16%	0.08%	0.87%	2.91%	0.39%	94.07%
Acceptable Ranges			1.38% - 1.77%	0.14% - 0.18%	0.07% - 0.09%	0.76% - 0.97%	2.55% - 3.27%	0.34% - 0.44%	82.27% - 105.77%
BEARDEN SCHOOL DISTRICT									
5201000	BEARDEN SCHOOL DISTRICT	Y	0.00%	0.00%	39.97%	2.08%	0.35%	0.00%	57.61%
5204000	CAMDEN FAIRVIEW SCHOOL DIST.	Y	1.75%	0.69%	61.96%	1.06%	0.12%	0.12%	34.30%
5205000	HARMONY GROVE SCHOOL DISTRICT	Y	0.97%	0.29%	22.88%	2.63%	0.10%	0.10%	73.03%
5206000	STEPHENS SCHOOL DISTRICT	Y	0.57%	0.00%	87.68%	0.57%	0.00%	0.00%	11.17%
County Percentages			1.25%	0.45%	52.01%	1.52%	0.14%	0.09%	44.55%
Acceptable Ranges			1.09% - 1.4%	0.4% - 0.51%	45.51% - 58.51%	1.33% - 1.71%	0.12% - 0.15%	0.08% - 0.1%	38.98% - 50.11%

5301000	EAST END SCHOOL DISTRICT	Y	0.16%	0.16%	4.77%	1.43%	0.95%	0.00%	0.00%	92.53%
5303000	PERRYVILLE SCHOOL DISTRICT	Y	0.28%	0.19%	1.04%	1.13%	0.57%	0.00%	0.00%	96.80%
County Percentages			0.24%	0.18%	2.43%	1.24%	0.71%	0.00%	0.00%	95.21%
Acceptable Ranges			0.21% - 0.27%	0.16% - 0.2%	2.12% - 2.73%	1.09% - 1.4%	0.62% - 0.8%	0% - 0%	0% - 0%	83.31% - 107.11%

5401000	BARTON-LEXA SCHOOL DISTRICT	Y	0.00%	1.04%	34.07%	1.83%	0.00%	0.00%	0.00%	63.05%
5403000	HELENA/ W.HELENA SCHOOL DIST.	Y	0.65%	0.35%	93.98%	0.35%	0.00%	0.00%	0.00%	4.68%
5440700	KIPP DELTA PUBLIC SCHOOLS	N	0.57%	0.19%	96.39%	0.76%	0.00%	0.00%	0.00%	2.09%
5404000	MARVELL SCHOOL DISTRICT	Y	1.47%	0.73%	90.09%	1.28%	0.00%	0.55%	0.55%	5.87%
County Percentages			0.63%	0.51%	82.71%	0.80%	0.00%	0.07%	0.07%	15.29%
Acceptable Ranges			0.55% - 0.71%	0.44% - 0.57%	72.37% - 93.04%	0.7% - 0.9%	0% - 0%	0.06% - 0.08%	0.06% - 0.08%	13.38% - 17.2%

5502000	CENTERPOINT SCHOOL DISTRICT	Y	0.38%	1.24%	0.38%	16.84%	1.05%	0.10%	0.00%	80.00%
5501000	DELIGHT SCHOOL DISTRICT	Y	1.01%	0.68%	20.61%	2.70%	0.00%	0.00%	0.00%	75.00%
5503000	KIRBY SCHOOL DISTRICT	Y	1.38%	0.00%	0.00%	5.29%	0.23%	0.00%	0.00%	93.10%
5504000	MURFREESBORO SCHOOL DISTRICT	Y	0.94%	1.51%	4.52%	4.33%	0.75%	0.19%	0.19%	87.76%
County Percentages			0.78%	1.00%	3.86%	9.97%	0.69%	0.09%	0.09%	83.62%
Acceptable Ranges			0.68% - 0.88%	0.87% - 1.12%	3.38% - 4.34%	8.72% - 11.22%	0.61% - 0.78%	0.08% - 0.1%	0.08% - 0.1%	73.16% - 94.07%

5608000	EAST POINSETT CO. SCHOOL DIST.	Y	1.62%	0.00%	8.89%	5.26%	0.27%	0.00%	0.00%	83.96%
5602000	HARRISBURG SCHOOL DISTRICT	Y	0.44%	0.00%	2.19%	2.55%	0.09%	0.35%	0.35%	94.38%
5604000	MARRED TREE SCHOOL DISTRICT	Y	0.00%	0.00%	31.00%	1.83%	0.00%	0.17%	0.17%	67.00%
5605000	TRUMANN SCHOOL DISTRICT	Y	0.00%	0.57%	9.21%	3.85%	0.13%	0.00%	0.00%	86.25%
5607000	WEINER SCHOOL DISTRICT	Y	0.00%	0.00%	0.31%	3.41%	0.62%	0.31%	0.31%	95.36%
County Percentages			0.39%	0.21%	9.66%	3.44%	0.16%	0.14%	0.14%	86.01%
Acceptable Ranges			0.34% - 0.44%	0.18% - 0.23%	8.45% - 10.87%	3.01% - 3.87%	0.14% - 0.18%	0.12% - 0.15%	0.12% - 0.15%	75.26% - 96.76%

5703000	INENA SCHOOL DISTRICT	Y	0.00%	0.46%	0.46%	2.99%	1.39%	0.10%	94.59%
5706000	OUACHITA RIVER SCHOOL DISTRICT	Y	2.94%	0.74%	0.59%	2.79%	0.88%	0.15%	91.91%
5704000	VAN COVE SCHOOL DISTRICT	Y	6.47%	0.24%	0.00%	5.76%	2.16%	0.00%	85.37%
5705000	WICKES SCHOOL DISTRICT	Y	0.55%	0.27%	0.00%	31.78%	3.15%	0.27%	63.97%
County Percentages			1.35%	0.45%	0.34%	8.84%	1.72%	0.13%	87.16%
Acceptable Ranges			1.18% - 1.52%	0.39% - 0.51%	0.3% - 0.39%	7.73% - 9.94%	1.51% - 1.94%	0.12% - 0.15%	76.26% - 98.05%
5801000	ATKINS SCHOOL DISTRICT	Y	1.40%	0.50%	1.70%	2.10%	0.00%	1.20%	93.10%
5802000	DOVER SCHOOL DISTRICT	Y	0.74%	0.37%	0.30%	2.81%	0.81%	0.00%	94.97%
5803000	HECTOR SCHOOL DISTRICT	Y	1.91%	0.32%	0.00%	1.75%	0.00%	0.00%	96.02%
5804000	POTTSVILLE SCHOOL DISTRICT	Y	0.19%	0.56%	0.93%	3.34%	1.11%	0.00%	93.88%
5805000	RUSSELLVILLE SCHOOL DISTRICT	Y	0.31%	1.65%	8.22%	15.88%	0.68%	0.04%	73.21%
County Percentages			0.56%	1.09%	4.71%	9.66%	0.66%	0.14%	83.18%
Acceptable Ranges			0.49% - 0.64%	0.95% - 1.22%	4.12% - 5.3%	8.45% - 10.87%	0.57% - 0.74%	0.13% - 0.16%	72.78% - 93.57%
5901000	DES ARC SCHOOL DISTRICT	Y	0.00%	0.00%	10.38%	0.82%	0.00%	0.99%	87.81%
5903000	HAZEN SCHOOL DISTRICT	Y	0.31%	0.46%	30.76%	0.31%	0.15%	0.15%	67.85%
County Percentages			0.16%	0.24%	20.89%	0.56%	0.08%	0.56%	77.51%
Acceptable Ranges			0.14% - 0.18%	0.21% - 0.27%	18.28% - 23.5%	0.49% - 0.63%	0.07% - 0.09%	0.49% - 0.63%	67.82% - 87.2%

6040700	ACADEMIC PLUS SCHOOL DISTRICT	N	0.00%	1.12%	12.45%	3.90%	0.19%	0.19%	82.16%
6091000	ARK. SCHOOL FOR THE BLIND	N	0.00%	0.00%	32.14%	2.38%	0.00%	0.00%	65.48%
6092000	ARK. SCHOOL FOR THE DEAF	N	0.00%	2.48%	38.84%	4.13%	0.00%	0.00%	54.55%
6043700	ARKANSAS VIRTUAL SCHOOL	N	0.00%	1.20%	5.41%	2.40%	0.80%	0.00%	90.18%
6044700	COVENANTKEEPERS CHARTER SCHOOL	N	1.04%	0.00%	84.46%	13.47%	0.00%	0.00%	1.04%
6042700	DREMLAND ACADEMY	N	0.00%	0.00%	90.57%	5.66%	0.00%	0.00%	3.77%
6045700	ESTEM ELEMENTARY PUBLIC CHARTER	N	1.67%	3.06%	49.86%	3.90%	0.84%	0.00%	40.67%
6047700	ESTEM HIGH CHARTER	N	1.10%	3.30%	40.66%	11.54%	2.20%	0.00%	41.21%
6046700	ESTEM MIDDLE PUBLIC CHARTER	N	1.03%	2.05%	49.74%	5.38%	0.77%	0.00%	41.03%
6050700	JACKSONVILLE LIGHTHOUSE CHARTER	N	0.00%	0.58%	49.27%	3.79%	0.58%	0.00%	45.77%
6041700	LISA ACADEMY	N	0.00%	27.74%	28.60%	6.67%	0.22%	0.00%	36.77%
6048700	LISA ACADEMY NORTH	N	0.00%	6.32%	33.16%	4.74%	0.26%	0.00%	55.53%
6049700	LITTLE ROCK PREPARATORY ACADEMY	N	3.13%	0.00%	90.63%	3.13%	0.00%	0.00%	3.13%
6001000	LITTLE ROCK SCHOOL DISTRICT	Y	0.00%	1.85%	67.98%	7.90%	0.31%	0.00%	21.96%
6002000	N. LITTLE ROCK SCHOOL DISTRICT	Y	0.00%	1.20%	57.63%	6.33%	0.16%	0.04%	34.64%
6003000	PULASKI CO. SPEC. SCHOOL DIST.	Y	0.00%	1.79%	44.17%	4.46%	0.25%	0.00%	49.35%
County Percentages			0.03%	1.94%	56.68%	6.36%	0.28%	0.01%	34.69%
Acceptable Ranges			0.03% - 0.03%	1.7% - 2.19%	49.6% - 63.77%	5.57% - 7.16%	0.24% - 0.31%	0.01% - 0.01%	30.36% - 39.03%

6102000	MAYNARD SCHOOL DISTRICT	Y	0.43%	0.00%	0.00%	0.43%	0.00%	0.00%	99.14%
6103000	POCAHONTAS SCHOOL DISTRICT	Y	2.29%	0.16%	1.14%	2.51%	0.33%	0.27%	93.30%
County Percentages			1.91%	0.13%	0.91%	2.09%	0.26%	0.22%	94.48%
Acceptable Ranges			1.67% - 2.15%	0.11% - 0.15%	0.8% - 1.03%	1.83% - 2.35%	0.23% - 0.29%	0.19% - 0.24%	82.67% - 106.29%

6301000	BAUDITE SCHOOL DISTRICT	Y	0.00%	0.35%	1.82%	1.96%	0.14%	0.14%	95.60%
6302000	BENTON SCHOOL DISTRICT	Y	2.14%	0.46%	7.19%	5.43%	0.52%	0.35%	83.91%
6303000	BRYANT SCHOOL DISTRICT	Y	0.51%	1.76%	7.11%	5.75%	0.46%	0.01%	84.40%
6304000	HARMONY GROVE SCHOOL DISTRICT	Y	0.00%	0.76%	0.95%	1.81%	0.48%	0.00%	96.00%
County Percentages			0.93%	1.15%	6.18%	5.00%	0.45%	0.13%	86.17%
Acceptable Ranges			0.81% - 1.05%	1% - 1.29%	5.41% - 6.95%	4.38% - 5.63%	0.39% - 0.5%	0.11% - 0.15%	75.39% - 96.94%

6401000	WALDRON SCHOOL DISTRICT	Y	0.91%	4.72%	10.79%	12.30%	12.48%	0.12%	78.63%
County Percentages			0.91%	4.72%	0.79%	12.30%	2.48%	0.12%	78.63%
Acceptable Ranges			0.79% - 1.02%	4.13% - 5.31%	0.69% - 0.89%	10.76% - 13.83%	2.17% - 2.79%	0.11% - 0.14%	68.84% - 88.51%

6505000	OZARK MOUNTAIN SCHOOL DISTRICT	Y	0.15%	0.00%	0.29%	3.34%	1.60%	0.00%	94.62%
6502000	SEARCY COUNTY SCHOOL DISTRICT	Y	0.00%	0.22%	0.11%	1.51%	1.08%	0.86%	96.22%
County Percentages			0.06%	0.12%	0.19%	2.29%	1.30%	0.50%	95.54%
Acceptable Ranges			0.03% - 0.07%	0.11% - 0.14%	0.16% - 0.21%	2.01% - 2.58%	1.14% - 1.46%	0.43% - 0.56%	83.59% - 107.48%

6601000	FORT SMITH SCHOOL DISTRICT	Y	4.82%	6.12%	12.59%	25.76%	2.97%	0.08%	47.67%
6602000	GREENWOOD SCHOOL DISTRICT	Y	2.59%	1.63%	0.54%	3.80%	2.25%	0.08%	89.10%
6603000	HACKETT SCHOOL DISTRICT	Y	0.63%	0.16%	1.88%	2.19%	2.82%	0.00%	92.33%
6604000	HARTFORD SCHOOL DISTRICT	Y	0.00%	2.74%	0.27%	4.11%	6.03%	0.82%	86.03%
6605000	LAVACA SCHOOL DISTRICT	Y	0.84%	0.36%	0.84%	2.51%	2.03%	1.67%	91.77%
6606000	MAANSFIELD SCHOOL DISTRICT	Y	1.97%	1.35%	0.41%	2.18%	1.24%	0.21%	92.64%
County Percentages			3.91%	4.61%	8.83%	18.66%	2.77%	0.16%	61.07%
Acceptable Ranges			3.42% - 4.39%	4.03% - 5.19%	7.73% - 9.93%	16.32% - 20.99%	2.42% - 3.12%	0.14% - 0.18%	53.43% - 68.7%

6701000	DEQUEEN SCHOOL DISTRICT	Y	0.24%	0.44%	4.61%	54.33%	1.83%	0.00%	38.55%
6703000	HORATIO SCHOOL DISTRICT	Y	0.00%	0.00%	2.06%	23.39%	3.03%	0.00%	71.52%
County Percentages			0.18%	0.33%	3.98%	46.69%	2.13%	0.00%	46.69%
Acceptable Ranges			0.16% - 0.2%	0.29% - 0.37%	3.48% - 4.48%	40.86% - 52.53%	1.86% - 2.39%	0% - 0%	40.86% - 52.53%

6802000	CAVE CITY SCHOOL DISTRICT	Y	0.22%	0.22%	0.89%	1.41%	0.30%	0.07%	96.88%
6804000	HIGHLAND SCHOOL DISTRICT	Y	0.06%	0.57%	0.77%	1.47%	0.51%	0.00%	96.62%
6806000	TWIN RIVERS SCHOOL DISTRICT	Y	0.00%	0.00%	0.00%	0.61%	1.83%	0.00%	97.55%
County Percentages			0.12%	0.37%	0.74%	1.36%	0.56%	0.03%	96.82%
Acceptable Ranges			0.11% - 0.14%	0.32% - 0.42%	0.65% - 0.83%	1.19% - 1.53%	0.49% - 0.62%	0.03% - 0.03%	84.72% - 108.92%

6201000	FORREST CITY SCHOOL DISTRICT	Y	0.09%	0.34%	80.61%	0.83%	0.12%	0.06%	17.95%
6202000	HUGHES SCHOOL DISTRICT	Y	0.00%	0.24%	82.58%	1.43%	0.00%	0.00%	15.75%
6205000	PALESTINE-WHEATLEY SCH. DIST.	Y	0.00%	0.31%	125.23%	0.77%	0.00%	0.15%	73.54%
County Percentages			0.07%	0.32%	72.51%	0.88%	0.09%	0.07%	26.07%
Acceptable Ranges			0.06% - 0.08%	0.28% - 0.36%	63.44% - 81.57%	0.77% - 0.99%	0.08% - 0.1%	0.06% - 0.08%	22.81% - 29.32%

6901000	IMOUNTAIN VIEW SCHOOL DISTRICT	Y	0.12%	0.47%	0.41%	1.42%	0.36%	0.41%	96.80%
County Percentages			0.12%	0.47%	0.41%	1.42%	0.36%	0.41%	96.80%
Acceptable Ranges			0.1% - 0.13%	0.41% - 0.53%	0.36% - 0.47%	1.24% - 1.6%	0.31% - 0.4%	0.36% - 0.47%	84.7% - 108.9%

7001000	EL DORADO SCHOOL DISTRICT	Y	0.65%	0.74%	52.24%	4.80%	0.13%	0.00%	41.45%
7003000	JUNCTION CITY SCHOOL DISTRICT	Y	0.18%	0.00%	32.91%	0.73%	0.18%	0.18%	65.82%
7006000	NORPHLET SCHOOL DISTRICT	Y	0.00%	0.00%	125.76%	1.17%	0.00%	0.23%	72.83%
7007000	PARKERS CHAPEL SCHOOL DIST.	Y	0.42%	0.00%	17.77%	3.05%	0.00%	0.00%	88.77%
7008000	SMACKOVER SCHOOL DISTRICT	Y	0.11%	0.56%	21.27%	3.23%	0.67%	0.56%	73.61%
7009000	STRONG-HUTTIG SCHOOL DISTRICT	Y	0.00%	0.42%	55.08%	5.51%	0.00%	0.21%	38.77%
County Percentages			0.45%	0.53%	41.78%	4.00%	0.17%	0.10%	52.96%
Acceptable Ranges			0.4% - 0.51%	0.47% - 0.6%	36.56% - 47%	3.5% - 4.5%	0.15% - 0.19%	0.09% - 0.12%	46.34% - 59.58%

7102000	CLINTON SCHOOL DISTRICT	Y	0.15%	0.91%	0.91%	3.26%	0.61%	0.76%	93.41%
7104000	SHIRLEY SCHOOL DISTRICT	Y	3.36%	0.21%	1.47%	1.47%	0.63%	0.42%	92.44%
7105000	SOUTH SIDE SCHOOL DISTRICT	Y	1.50%	0.38%	0.56%	2.44%	0.00%	0.00%	95.12%
County Percentages			1.12%	0.64%	0.94%	2.70%	0.47%	0.52%	93.61%
Acceptable Ranges			0.98% - 1.26%	0.56% - 0.72%	0.83% - 1.06%	2.37% - 3.04%	0.41% - 0.53%	0.45% - 0.58%	81.9% - 105.31%

7201000	ELKINS SCHOOL DISTRICT	Y	0.76%	0.51%	0.85%	6.70%	1.36%	0.08%	89.74%
7202000	FARMINGTON SCHOOL DISTRICT	Y	0.42%	0.42%	2.23%	5.67%	0.65%	0.14%	90.47%
7203000	FAYETTEVILLE SCHOOL DISTRICT	Y	0.96%	4.18%	10.81%	9.83%	1.03%	0.02%	73.17%
7204000	GREENLAND SCHOOL DISTRICT	Y	2.09%	0.12%	2.45%	5.89%	0.37%	0.25%	88.83%
7240700	HAAS HALL ACADEMY	N	0.00%	1.62%	2.16%	8.65%	2.16%	1.62%	83.78%
7205000	LINCOLN SCHOOL DISTRICT	Y	1.21%	4.45%	10.30%	7.77%	3.62%	0.08%	82.58%
7206000	PRAIRIE GROVE SCHOOL DISTRICT	Y	0.00%	1.63%	0.53%	3.33%	0.58%	0.12%	93.81%
7207000	SPRINGDALE SCHOOL DISTRICT	Y	1.34%	1.91%	2.38%	41.92%	0.57%	7.18%	44.71%
7208000	WEST FORK SCHOOL DISTRICT	Y	0.32%	0.56%	1.12%	2.39%	1.91%	0.00%	93.71%
County Percentages			1.08%	2.31%	4.15%	25.22%	0.88%	3.73%	62.64%
Acceptable Ranges			0.94% - 1.21%	2.02% - 2.6%	3.63% - 4.67%	22.06% - 28.37%	0.77% - 0.99%	3.26% - 4.2%	54.81% - 70.47%

7301000	BALD KNOB SCHOOL DISTRICT	Y	3.03%	0.23%	4.02%	4.32%	0.15%	0.00%	88.24%
7302000	BEERIE SCHOOL DISTRICT	Y	1.24%	0.59%	3.36%	2.12%	0.56%	0.09%	92.04%
7303000	BRADFORD SCHOOL DISTRICT	Y	0.00%	0.00%	1.23%	1.03%	0.00%	0.00%	97.74%
7309000	PANGBURN SCHOOL DISTRICT	Y	0.00%	0.00%	0.41%	2.30%	0.14%	0.14%	97.02%
7307000	RIVERVIEW SCHOOL DISTRICT	Y	3.30%	0.08%	11.36%	10.82%	0.15%	0.08%	74.21%
7310000	ROSE BUD SCHOOL DISTRICT	Y	0.00%	0.24%	0.12%	4.38%	1.34%	0.24%	93.67%
7311000	SEARCY SCHOOL DISTRICT	Y	3.83%	0.65%	8.83%	5.81%	0.30%	0.15%	80.42%
7304000	WHITE CO. CENTRAL SCHOOL DIST.	Y	0.71%	0.00%	0.85%	6.95%	0.99%	0.00%	90.50%
County Percentages			2.23%	0.41%	5.38%	4.81%	0.42%	0.10%	86.65%
Acceptable Ranges			1.95% - 2.51%	0.36% - 0.46%	4.71% - 6.05%	4.21% - 5.41%	0.37% - 0.47%	0.09% - 0.12%	75.82% - 97.48%

Year	County	Percentage	Year	County	Percentage	Year	County	Percentage	Year	County	Percentage	Year	County	Percentage	Year	County	Percentage	Year	County	Percentage
7401000	AUGUSTA SCHOOL DISTRICT	Y	0.00%	0.00%	65.29%	2.27%	0.00%	0.00%	32.44%											
7403000	MCCRORY SCHOOL DISTRICT	Y	4.83%	0.00%	11.74%	0.46%	0.00%	0.15%	82.77%											
County Percentages			2.81%	0.00%	34.47%	1.23%	0.00%	0.09%	61.40%											
Acceptable Ranges			2.46% - 3.16%	0% - 0%	30.16% - 38.78%	1.07% - 1.38%	0% - 0%	0.08% - 0.1%	53.73% - 69.08%											
YEAR CONTINUED																				
7503000	DANVILLE SCHOOL DISTRICT	Y	1.78%	2.78%	1.78%	50.00%	0.78%	0.00%	42.89%											
7504000	DARDANELLE SCHOOL DISTRICT	Y	0.26%	1.54%	2.31%	26.64%	0.51%	0.05%	68.70%											
7510000	TWO RIVERS SCHOOL DISTRICT	Y	0.00%	1.32%	0.22%	9.68%	0.88%	0.33%	87.57%											
7509000	WESTERN VELL CO. SCHOOL DIST.	Y	3.41%	5.42%	0.20%	18.67%	1.00%	0.40%	70.88%											
County Percentages			0.89%	2.21%	1.50%	27.03%	0.70%	0.14%	67.53%											
Acceptable Ranges			0.78% - 1%	1.93% - 2.48%	1.31% - 1.69%	23.65% - 30.4%	0.62% - 0.79%	0.12% - 0.16%	59.09% - 75.97%											

APPLICATION FOR TRANSFER TO A NON-RESIDENT DISTRICT

“ARKANSAS PUBLIC SCHOOL CHOICE ACT OF 1989”

APPLICANT INFORMATION			
Applicant Name			
Date of Birth	Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>
GRADE			
Does the applicant require special needs or programs?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Is applicant currently under expulsion?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
ETHNIC ORIGIN (CHECK ONE)			
2 or More Races	<input type="checkbox"/>	Asian	<input type="checkbox"/>
African American	<input type="checkbox"/>	Hispanic	<input type="checkbox"/>
Native American/ Native Alaskan	<input type="checkbox"/>	Native Hawaiian/ Pacific Islander	<input type="checkbox"/>
White	<input type="checkbox"/>		<input type="checkbox"/>
RESIDENT SCHOOL DISTRICT OF APPLICANT			
District Name		County Name	
Address			
Phone			
NON-RESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND			
District Name		County Name	
Address			
Phone			
PARENT OR GUARDIAN INFORMATION OF APPLICANT			
Name		Home Phone	
Address		Work Phone	
Parent/Guardian Signature			Date
<p>Pursuant to standards adopted by a non-resident school board a non-resident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a non-resident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a non-resident district's standards shall not include an applicant's previous academic achievement, athletic or other extra curricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. §6-18-510. Priority will be given to applicants with siblings attending the district. The non-resident district shall accept credits toward graduation that were awarded by another district and award a diploma to a non-resident applicant if the applicant meets the non-resident district's graduation requirements. This application must be filed in the non-resident district or postmarked no later than July 1 of the year in which the applicant would begin the fall semester at the non-resident district.</p>			
DISTRICT USE ONLY			
Application	Accepted <input type="checkbox"/>	Rejected <input type="checkbox"/>	
Date Notification Sent to Parent/Guardian of Applicant			
Date Notification Sent to Resident District			