



## AGENDA STATE BOARD OF EDUCATION

February 14, 2011  
Arkansas Department of Education  
Auditorium, State Education Building  
9:00 AM

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### Reports

#### Report-1 Chair's Report

*Presenter: Dr. Naccaman Williams*

#### Report-2 Commissioner's Report

*Presenter: Dr. Tom Kimbrell*

#### Report-3 Recognition of Arkansas Teachers from The Peoples Republic of China Who Are Teaching Mandarin Chinese Language and Culture to Arkansas Students

*In conjunction with the Confucius Institute at the University of Central Arkansas the Department is assisting the HANBAN Chinese teachers in the teacher licensure process through the Office of Teacher Quality's Non-Traditional Licensure Program for Arkansas Teachers. These young women from the People's Republic of China have a master's degree in teaching Chinese as a world language. This two-year program began in the summer of 2008. The Memorandum of Understanding with the Chinese Language Council International agrees to explore the possibility of a joint, yearly collaboration to select license and place qualified teachers of Chinese language in Arkansas public school systems. Currently there are eleven (11) teachers from China teaching in Arkansas schools. ADE is pleased to present the following: First Year Teachers: Lina Gan – Wynne School District; Yufei Li – Northwest Arkansas Educational Service Cooperative; Fang Xie (Shirley) – Northwest Arkansas Educational Service Cooperative; Second Year Teachers: Danmei Si (Amy) – Cross County School District; Qi Shao – Waldron School District; Tu Xu (Cory) – Batesville School District; Yu Mao – Hot Springs School District; Xi Chen (Anny) – Conway School District; Liyun Zhang (Lily) – Harrisburg School District; Wen Huang - North Little Rock School District; Third Year Teacher Jie Min – Hot Springs School District; UCA Hanban Confucius Institute Jingjing Li – University of Central Arkansas; Wenjun Zhao – University of Central Arkansas.*

*Presenter: Beverly Williams*

#### Report-4 Coordinated School Health Joint Use Agreement Grant Program Update

*Act 180 of 2009 Tobacco Excise Tax, includes funding for the Joint Use Agreement Grant Program to promote increased opportunities for physical activity through community partnerships by encouraging schools and other community organizations to share indoor and outdoor spaces like gymnasiums, athletic fields, playgrounds, and walking tracks with the intent of maximizing public resources, cutting costs, while serving the needs of communities.*

*Presenter: Jerri Clark*

## **Report-5 Progress Report on School Improvement Grant**

*An update will be given on the progress of the seven schools that received 1003G School Improvement Grants in August 2010.*

*Presenter: Dr. Laura Bednar*

## **Report-6 Charter School Authorizing Evaluation Summary and Update on Charter School Grant**

*The results of the authorizing evaluation conducted by the National Association of Charter School Authorizers will be provided. Additionally an update will be given regarding the Federal Charter School Grant recently awarded.*

*Presenter: Dr. Mary Ann Duncan, Margaret Lin and Rachel Ksenyak*

## **Consent Agenda**

### **C-1 Minutes: January 14, 2011**

*Presenter: Phyllis Stewart*

### **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 February report summarizes the PMT for January.*

*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. It is also used to communicate to the members of the State Board on monthly personnel actions.*

*Presenter: Beverly Williams and Clemetta Hood*

### **C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. § 6-17-309**

*Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 34 school districts covering a total of 59 waivers. Long Term Substitute Waivers were requested from 23 school districts for a total of 27 waivers. None of these requests were from a district in academic distress. These requests have been reviewed, either approved or denied by Department staff and are consistent with program guidelines.*

*Presenter: Beverly Williams*

### **C-5 Review of Loan and Bond Applications**

*Pursuant to Arkansas Code Annotated § 6-20-805 and § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial*

bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02. It is recommended that the State Board of Education review the following: Commercial Bonds – 1 2nd Lien Bond Application – Recommend Approval; 2 Voted Bond Applications – Recommend Approval

**Presenter:** Amy Woody and Cindy Hollowell

**C-6      Consideration of Recommendation of the Professional Licensure Standards Board for Written Reprimand and a Fine of \$50 for Case #09-043 – Brenda Allen**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of \$50 for Brenda Allen for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.*

**Presenter:** Beverly Williams and Michael Smith

**C-7      Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License Commencing on the Date the State Board Accepts the Recommendation and Concluding on August 1, 2011, plus a Fine of \$100. Additionally impose a 1 (one) Year Probation of License to Begin on August 1, 2011 and ending August 1, 2012 as well as Counseling for Case 09-079 – Joe Bob Wise**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending the suspension of the teaching license of Joe Bob Wise commencing on the date the State Board accepts the recommendation and concluding on August 1, 2011, plus a fine of \$100. Additionally impose a one (1) year probation of his license is to begin on August 1, 2011 and end August 1, 2012; as well as quarterly reports of compliance with counseling for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Any substantiated complaint during the probationary period will result in an automatic one year suspension of his license.*

**Presenter:** Beverly Williams and Michael Smith

**C-8      Consideration of Recommendation of the Professional Licensure Standards Board for Permanent Revocation of Teaching License for Case #10-016 – Greg McGill**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending permanent revocation of the teaching license of Greg McGill for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.*

**Presenter:** Beverly Williams and Michael Smith

**C-9      Consideration of Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #10-110 – Sandra Blasengame**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand and a fine of \$50 for Sandra Blasengame for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.*

**Presenter:** Beverly Williams and Michael Smith

**C-10      Consideration of Recommendation of the Professional Licensure Standards Board for Suspension of License for Five (5) Years and a Fine of \$100 for Case #10-125 – Toni Sayers-Barnett**

*Consideration of Recommendation of the Professional Licensure Standards Board for suspension of teaching license for five years and a fine of \$100 for Toni Sayers-Barnett for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices, Standard 4: An educator entrusted with public funds and*

property honors that trust with honest, responsible stewardship and Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.

**Presenter:** Beverly Williams and Michael Smith

**C-11      Consideration of Recommendation of the Professional Licensure Standards Board for a Suspension of License for One (1) Year and a Fine of \$100 for Case 11-004 – Cyndi Najar**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Cyndi Najar 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 and Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice.*

**Presenter:** Beverly Williams and Michael Smith

**C-12      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 #11-008 – Robert Garrison**

*The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license for three (3) years and a fine of \$75 dollars for Robert Garrison for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.*

**Presenter:** Beverly Williams and Michael Smith

## **Action Agenda**

**A-1      Consideration of the Advanced Cut Score and Performance Level for the Grade 11 Literacy Examination**

*It is recommended that the State Board of Education give requisite approval of the attached recommended advanced cut score based upon the revised performance level descriptor for the Grade 11 Literacy Examination.*

*Following a plan recommended by the Technical Advisory Committee (TAC), a state-wide committee of educators engaged in a standard setting process on November 8-10, 2010. This committee analyzed student work from the Grade 11 Literacy Examination administered in previous years using the revised performance level descriptor specific to reading and writing literacy at grade 11. Based on the work of this committee, the Arkansas Department of Education is recommending a revised raw cut score of 173 for the performance level of Advanced. The TAC and the Arkansas Department of Education reviewed the committee's work and longitudinal data in bringing this recommendation forward.*

**Presenter:** Dr. Gayle Potter

**A-2      Consideration of Request for Open-Enrollment Public Charter School Amendment: Academics Plus Charter School, Maumelle, Arkansas**

*The State Board approved the application for Academics Plus Charter School on February 12, 2001. The current charter contract for the school goes through June 30, 2012. Grades K-12 are approved with a maximum enrollment of 650 students. The entity board is requesting to increase their current student enrollment cap to 1,300 students through a phase in process over the next seven years. The entity is requesting a hearing before the State Board of Education to amend their current charter.*

**Presenter:** Dr. Mary Ann Duncan and Rob McGill

### **A-3      Hearing on Waiver Request for Certified Teacher's License - Jennifer Tyson Lackey**

*Jennifer Tyson-Lackey has applied for provisional licensure. Ms. Tyson-Lackey has been employed in the Hamburg School District through the MAT program while attending UA Monticello. Her criminal background check revealed a disqualifying offense. Ms. Tyson-Lackey signed a release of her sealed record showing that she pleaded guilty to a disqualifying offense in 1999, completed her probation and her case was expunged. Under Ark. Code Ann. §6-17-410, the Arkansas State Board of Education may deny licensure to an applicant who has pleaded guilty to a disqualifying conviction even if it was expunged. Ms. Tyson-Lackey has requested a waiver. She is not represented by counsel.*

**Presenter:** Katherine Donovan

### **A-4      Consideration of Request for Approval of the Creation of Career and Technical/Vocational Permits in the Areas of Mandarin Chinese for Grades P-8**

*Arkansas Currently has a 7-12 Vocational Permit for Mandarin Chinese. Several districts have expressed an interest in expanding this permit to include a P-8 as well as the 7-12 permit due to the importance of beginning languages at a much younger age. Having both levels of licensure will be in line with the recently approved permits for Japanese and Latin. The Professional Licensure Standards Board voted at its January 2011 meeting.*

**Presenter:** Beverly Williams

## **Reports**

### **Report-1      Designation of Nominations Committee for 2011-2012**

*The Board Operating Guidelines provide for the naming of a Nominations Committee that will prepare a slate of officers (chairman and vice-chairman) for the 2011-2012 fiscal year. The Nominations Committee will report at the regular May meeting.*

**Presenter:** Dr. Naccaman Williams

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY  
JANUARY 31, 2011**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of January 2011.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011</b>
<b><i>I. Financial Obligation</i></b>	<p>As of December 31, 2010, State Foundation Funding payments paid for FY 10/11 totaled \$26,564,205 to LRSD, \$16,265,905 to NLRSD, and \$20,142,436 to PCSSD. The Magnet Operational Charge for FY 10/11 paid as of December 31, 2010, was \$7,001,589. The allotment for FY 10/11 was \$15,498,875. M-to-M incentive distributions for FY 10/11 as of December 31, 2010, were \$1,962,076 to LRSD, \$2,395,564 to NLRSD, and \$4,191,332 to PCSSD. The North Little Rock School District was overpaid for M-to-M in the amount of \$58,059. The \$58,059 was refunded to the ADE on June 28, 2010. In January 2010, General Finance made the second one-third payment to the Districts for their FY 09/10 transportation budget. In September 2010, General Finance made the last one-third payment to the Districts for their FY 09/10 transportation budget. As of September 30, 2010, transportation payments for FY 09/10 totaled \$4,054,730.00 to LRSD, \$1,471,255.67 to NLRSD, and \$2,544,356.20 to PCSSD. In September 2010, General Finance made the first one-third payment to the Districts for their FY 10/11 transportation budget. As of September 30, 2010, transportation payments for FY 10/11 totaled \$1,354,368.33 to LRSD, \$510,218.13 to NLRSD, and \$905,109.15 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. In September 2010, 16 new Magnet and M-to-M buses were delivered to the districts in Pulaski County. Finance paid Diamond States Bus Sales \$1,135,960. In July 2010, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY10/11. In July 2010, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 10/11.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011
<b><i>II. Monitoring Compensatory Education</i></b>	On January 13, 2011, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Mark White from ADE Legal Services said that U.S. District Judge Brian Miller is considering the information that was presented in the desegregation unitary status hearings for the North Little Rock School District and the Pulaski County Special School District. He also stated that the Little Rock School District had requested information about individual students that can not be released because of Federal student privacy regulations. Little Rock School District Superintendent Linda Watson resigned. The Little Rock School Board chose Morris Holmes as the interim superintendent. Facility plans by the Pulaski County Special School District to close several schools caused concerns by parents in the district. The plan included closing Robinson High School and sending students to Maumelle High School. Closing College Station Elementary was also part of the plan.
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	Ongoing. All court pleadings are monitored monthly.
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	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 <sup>th</sup> Legislative Session, and any new ADE rules or regulations.
<b><i>V. Commitment to Principles</i></b>	On January 10, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of December.
<b><i>VI. Remediation</i></b>	Mid-Year District Test Coordinator Training was held on December 8, 2010 at 9:00 a.m. The training was required for all school districts that will test students in Algebra I, Biology, Geometry, or Algebra II in January. This was presented by Susan Gray from ADE and Katie Asp from Questar.
<b><i>VII. Test Validation</i></b>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011
<b><i>VIII. In-Service Training</i></b>	<p>Professional Development on Site Based Observation Training (SBOT) Classroom Management was provided to Instructional Facilitators on December 7, 2010 at Mills High School in the PCSSD. Classroom observation tools used to collect data on student engagement were discussed. Instructional Facilitators asked clarifying questions about procedures for the classroom visit and completion of the tools. Data was collected for 30 minutes in an eleventh grade English class. Video recorded from the classroom was analyzed. Time-on-task percentages were shared. The following topics on student engagement were discussed: transition time, protocols to address interruptions and absent students, clear explanation of tasks, purposeful grouping, teacher movement among small groups in the classroom and use of a timer. Transition time was the time used when students moved from one physical location to another.</p>
<b><i>IX. Recruitment of Minority Teachers</i></b>	<p>In December 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>During the month of December 2010, the ADE Office of Professional Licensure contacted all institutions of higher education with teacher education programs requesting a listing of minority graduates for the fall of 2010.</p> <p>In December 2010, the ADE Professional Licensure Unit contacted all Pulaski County school districts asking for a statement evaluating the effectiveness of ADE minority recruitment assistance.</p>



IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011						
<i>X. Financial Assistance to Minority Teacher Candidates</i>	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:						
	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	
<i>XI. Minority Recruitment of ADE Staff</i>	The MRC met on November 3, 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 September 30, 2010. A graph was also presented that showed the percentage of black, white and other employees for the ADE as a whole and by division. During the quarter ending September 30, 2010, the following three groups met the Desegregation Agreement target of 25% black: Central Administration, Academic Accountability, and Research & Technology. The ADE as a whole was 21% black.						

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011
<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>On December 6, 2010, ADE staff provided information on Smart Accountability for the LRSD Leadership Team at the LRSD Administration Building. Evidence was presented showing that there has been a narrowing of the achievement gap due to gains in subgroups. There was discussion about classroom walkthrough data for building administrators. Building administrators were encouraged to spend time in the classrooms to help teachers with professional growth plans. The following suggestions were presented: professional development for teachers should be focused on student and teacher needs to help schools that are in school improvement; data should be analyzed at the school and teacher levels; monitoring should be done to ensure that information from professional development is implemented in the classrooms; ACSIP needs should be specific to the schools; professional growth plans written by the teachers should connect to school learning goals; for information regarding writing measurable professional development goals, the Professional Development Toolkit can be accessed on the Arkansas Ideas website link provided:</p> <p><a href="http://ideas.aetn.org/pd/how_do_i_build_a_professional_development_plan">http://ideas.aetn.org/pd/how_do_i_build_a_professional_development_plan</a>.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011
<b><i>XVI. Monitor School Improvement Plans (Continued)</i></b>	<p>On December 10, 2010, ADE School Improvement staff Ida Pettus and Elbert Harvey conducted a Smart Accountability meeting for administrators from North Little Rock Schools that are in school improvement years four and beyond. Superintendent Ken Kirspel and State Specialists were also in attendance. The meeting was held at the North Little Rock School District Office. Some of the schools are undergoing Scholastic Audits. Elbert Harvey shared the state's commitment to support schools at the district level. He asked how the ADE team could help build sustainability within the district. Information on the State Literacy Plan was shared. Each building principal was asked to discuss successes and positives in school improvement that have occurred since the September meeting. Some implementations were Hive data training involving comprehensive district planning with all stakeholders, Science Journals in K-5, Professional Learning Communities and increased use of assessment walls. Successes included significant improvement in collaboration among math coaches/teachers. The district was awarded the 1003G grant and used it to purchase one-to-one computers. ACSIP is now becoming more of a living document. Schools were reminded to embed completion of actions and successes in ACSIP. Schools were provided Creative Positive Training to identify underprivileged children and a checklist for follow-up. Literacy Assessment Training is being utilized to focus on individual students. An ELL student who entered NLR Schools in tenth grade as a non-English speaker scored an 18 on the ACT test. This has been considered a major success. Over 700 students in the NLRSD are participating in Supplemental Education Services. The Parent Contact has been very successful.</p> <p>On December 13, 2010, ADE School Improvement staff conducted a Smart Accountability meeting for administrators from the Pulaski County Special School District. The following schools had administrators at the meeting: Jacksonville High School, North Pulaski High School, Sylvan Hills High School and Oak Grove High School. The superintendent reported that district administrators had been in every building at least twice conducting building audits. Information was shared about schools that are in school improvement years six and above. Successes were discussed, including improvement in test scores at North Pulaski High School, Sylvan Hills High School and Oak Grove High School. Professional Development on Cognitively Guided Instruction, classroom walkthroughs and observation of classrooms was requested.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF JANUARY 31, 2011
<b><i>XVII. Data Collection</i></b>	<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>
<b><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i></b>	<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 December 17, 2010 – January 21, 2011**

**\*Stephanie Benton – Legal Services Specialist, Grade C115, Division of Human Resources/Licensure, Professional Licensure Standards Board, effective 12/20/10.**

**Bobby Lester – ADE Coordinator of Special Programs, Grade N905, Division of Learning Services, Federal Programs, effective 01/07/11.**

**Rosemarie Lovato – Administrative Analyst, Grade C115, Division of Human Resource/Licensure, Teacher Quality, effective 01/18/11.**

**Jana Villemez – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education, effective 01/18/11.**

**PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF December 17, 2010 – January 21, 2011**

**\*Angelica Scott – from an Administrative Specialist II, Grade C109, Division of Academic Accountability, to Administrative Specialist III, Grade C112, Division of Academic Accountability, effective 01/10/11.**

**SEPARATIONS FOR THE PERIOD OF December 17, 2010 – January 21, 2011**

**Teri Dorrrough – Public School Program Advisor, Grade C122, Division of Human Resources/Licensure, Teacher Quality, effective 12/31/10. 4 years, 11 months, 28 days. Code: Retirement**

**\*Janice Haynes – Public School Program Advisor, Grade C122, Division of Learning Services, Federal Programs, effective 12/27/10. 1 year, 4 months, 24 days. Code: Retirement**

**Norma Lowery – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Assessment, effective 12/29/10. 3 years, 6 months, 25 days. Code: 01**

**\* Victor McMurray – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation (DPSAFT), effective 12/30/10. 2 years, 10 months, 11 days. Code: 01**

**Melody Morgan – Public School Program Advisor, Grade C122, Division of Academic Accountability, Desegregation/AYP, effective 01/21/11. 1 year, 2 months, 11 days. Code: 01**

**\*Ida Pettus – Public School Program Advisor, Grade C122, Division of Learning Services, Arkansas Coordinated School Improvement Plan (ACSIP), effective 01/14/11. 6 years, 8 months, 24 days. Code: 02**

**\*Minority**

**AASIS Code:**

**01 – Voluntary Termination  
02 – Involuntary Termination  
Retirement**

Waivers for Teachers Teaching Out of Area  
February 2011

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP	Granted/ Denied
					Code	Out of Area		
	AR River ESC	2	Spadoni, Cynthia	Elem 1-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Stone, Jennifer	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Broach, Tomisha	MS Social Studies, Elem K-6, Spec Ed P-4	230	Sp Education Instructional Specialist 4-12	10-11	Granted
6302	Benton School District	2	Sullivan, Tamara	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
1603	Brookland School District	1	Dillon, Katie	PE/Wellness/Leisure 7-12	168	Science/Mathematics 4-8	10-11	Granted
4304	Cabot School District	2	Taylor, Amanda	Elem 1-6, Art P-8, MS SS/English	295	Library Media Science P-8	10-11	Granted
			Taylor, Amanda	Elem 1-6, Art P-8, MS SS/English	296	Library Media Science 7-12	10-11	Granted
4901	Caddo Hills School District	4	Harris, Kathryn	Music P-12	201	Art P-8	09-10, 10-11	Granted
			Harris, Kathryn	Music P-12	202	Art 7-12	09-10, 10-11	Granted
			Kelly, Mary Jo	MS Language Arts/Social Studies	230	Sp Education Instructional Specialist 4-12	09-10, 10-11	Granted
5204	Camden Fairview School Dist.	1	Kelly, Mary Jo	MS Language Arts/Social Studies	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
			Trisolini, Geoff	PE/Wellness/Leisure	170	Life/Earth Science 7-12	09-10, 10-11	Granted
			Knoedl, Tristan	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	09-10, 10-11	Granted
1305	Cleveland County School District	1	Parks, Crissie	ECE P-4, Special Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted

Waivers for Teachers Teaching Out of Area  
February 2011

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs	
					Code	Out of Area	ALP	Granted/ Denied
	Crowley's Ridge Academy	1	Lewallen, Susan	Social Studies	166	English/ Language/ Arts 7-12	10-11	Granted
	DDS - Magnolia Specialized Services	1	Herring, LaDonna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
0101	DeWitt School District	1	Patterson, Paige	English	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
1802	Earle School District	1	McVay, Donald	Health, Secondary PE	313	Building Administrator 7-12	10-11	Denied
	Elizabeth Richardson Center	1	Crutcher, Dayan	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
	First Step, Inc.	1	Duggan, Mindy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
							08-09, 09-10, 10-11	
6201	Forrest City School District	1	Kern, Regina	Middle School Math, Elem 1-6	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
5602	Harrisburg School District	2	Little, Carol	Social Studies	299	Guidance & Counseling P-8	10-11	Granted
			Little, Carol	Social Studies	300	Guidance & Counseling 7-12	10-11	Granted
1202	Heber Springs School District	1	Thomas, Lesli	Special Education P-12	200	Mathematics 7-12	10-11	Granted
5403	Helena/ W.Helena School Dist.	1	Blakely, Alysia	MS English	169	Physical /Earth Science 7-12	10-11	Granted
0601	Hermitage School District	2	Sharp, Dewana	Special Ed	305	Gifted & Talented P-8	10-11	Granted
			Sharp, Dewana	Special Ed	306	Gifted & Talented 7-12	10-11	Granted
2605	Lake Hamilton School District	1	Miller, Katrina	ECE P-4, FACS., 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
6001	Little Rock School District	2	Carter, Carolyn	Middle Level Education	200	Mathematics 7-12	10-11	Granted
			Van Norton, Paula	English 7-12, Journalism 7-12	114	Speech Endorsement 7-12	10-11	Granted
1804	Marion School District	2	Vaughn, Kimberly	ECE P-4, Middle Level Education	305	Gifted & Talented P-8	10-11	Granted
			Vaughn, Kimberly	ECE P-4, Middle Level Education	306	Gifted & Talented 7-12	10-11	Granted
5604	Marked Tree School District	1	Jones, Denishia	Life/Earth Science	169	Physical /Earth Science 7-12	10-11	Granted

Waivers for Teachers Teaching Out of Area  
February 2011

LEA	District	# Waivers Requested	Teacher	ALP		Out of Area	Yrs Granted/ALP	
				License Areas	Code		ALP	Denied
	MiChild Enrichment Center	5	Blaylock, Tonya	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
			Brown, Elisa	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
			Collins, Kerri	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
			Wade, Victoria	ECE P-4, Social Studies	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
			Whitbey, Shawna	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
1611	Nettleton School District	2	Williams, Danna	K-12 Curriculum	321	Curr/Program Adm/Curr P-8	10-11	Granted
			Williams, Danna	K-12 Curriculum	322	Curr/Program Adm/Curr 7-12	10-11	Granted
	Northwest Arkansas ESC	1	Graf, Darlene	ECE P-4, Middle Level Education	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Denied
			Myers, Angelina	Special Education P-12., ESL P-12	166	English/ Language/ Arts 7-12	10-11	Granted
2808	Paragould School District	1	Denn, Troy	Middle Level Education	235	Physical Education, Wellness & Leisure P-8	10-11	Denied
5303	Perryville School District	2	Gregory, Julie	Health, PE	231	Sp Ed Ech Inst Specialist P-4	10-11	Granted
			Adams, Ciara	Language Arts	230	Sp Education Instructional Specialist 4-12	10-11	Granted
			Adams, Ciara	Language Arts	208	Drama/Speech 7-12	10-11	Granted
			Eichelberger, Michel	Language Arts	295	Library Media Science P-8	10-11	Granted
			Eichelberger, Michel	Language Arts	296	Library Media Science 7-12	10-11	Granted
1203	Quitman School District	8	Inman, Jason	Mathematics	169	Physical /Earth Science 7-12	10-11	Granted
			Ogle, Angela	Elementary	295	Library Media Science P-8	08-09, 09-10, 10-11	Granted
			Verser, Paula	Language Arts	208	Drama/Speech 7-12	10-11	Granted
			Verser, Paula	Language Arts	108	Journalism 7-12	10-11	Granted



Waivers for Teachers Teaching Out of Area  
February 2011

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Searcy County Friendship Community Care	2	Brown, Jessie Elaine	ECE P-4, Elem K-6	231	Sp Ed Ech Inst Specialist P-4	07-08, 08-09, 09-10	Denied
			Milam, Kimberly	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
0406	Siloam Springs School District	2	Granrud, Michelle	Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	10-11	Granted
				Middle Level Education, PE/Wellness/Leisure, Coaching, Career Orientation	167	Social Studies 7-12	10-11	Granted
5504	South Pike County School District	1	Gleba, Sandra Lynn	ECE P-4, Spec Ed P-4	230	Sp Education Instructional Specialist 4-12	10-11	Granted
	The Pattilo Center-School	1	Turner, Laura	Family & Consumer Science	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
3510	White Hall School District	1	Moore, Elizabeth	Spec Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	09-10, 10-11	Granted
34	# Districts Requesting Waivers for Teachers	59	# Waivers Requested this Month					
				Number Waivers Granted		55		
				Number Waivers Denied		4		
				Total Waivers Requested		59		

Waivers Requested for Substitute Teachers  
February 2011

LEA	District	# Waivers		Substitute Name	Subject	Teacher of Record	Granted/ Denied
		Requested					
1601	Bay School District	1		Webb, Heather	6th Literacy/ Social Studies	Therrell, Tasha	Granted
3701	Bradley School District	1		Palmer, Brenda	FACS	Wrinkles, Melissa	Granted
7202	Farmington School District	1		Turner, Lisa	English	Peterson, Kelly	Granted
7203	Fayetteville School District	1		Grisso, Ashley	Social Studies	Stewart, Martha	Granted
4501	Flippin School District	1		Byrd, Hiram	Music	Morris, Harold Joe	Granted
6201	Forrest City School District	1		Williamson, Anitra	Civics/Economics	Chapman, Kathy	Granted
2807	Greene County Tech School District	1		Wilkerson, Tammy	Special Education	Dean, Ashley	Granted
5403	Helena/West Helena School District	1		Ford, Jean	Library Media	Throgmorton, Beverly	Granted
6804	Highland School District	1		Stutts, Cherish	Mathematics	Murray, Laurel	Granted
6605	Lavaca School District	1		Davenport, Laurie	Special Education	Morgan, Johnna	Granted
1402	Magnolia School District	1		Sharp, Kayla	Spanish	Ford, Sharon	Granted
5804	Pottsville School District	1		Clark, Jenece	Algebra	Stewart, Anna	Granted
	Rivendell AltaCare	2		Fox, Adeena	Special Education	Rasner, Carolyn	Granted
				Kosmach, Erica	Special Education	Clark, Constance	Granted
0405	Rogers School District	1		Weaver, Emily	Language Arts	Easterling, Sarah	Granted
2705	Sheridan School District	1		Bland, Ruth	Biology/Anatomy, Physiology	Stansbury, Maryanne	Granted
0406	Siloam Springs School District	2		Campbell, Melinda	First Grade	Adams, Alissa Jane	Granted
				Williamson, Delilah	Special Education	Stanislaus, Cheryl	Granted
2906	Spring Hill School District	1		Light, Tracy	Language Arts	Rigney, Kelly	Granted
7009	Strong-Huttig School District	2		Kyle, Shirley	English	Stevenson, Tess	Granted
				Ochs, Sarah	Special Education	Ball, Therese	Granted
0104	Stuttgart School District	1		Gibbs, Kelly Ashcraft	Social Studies	Bowen, Georgia	Granted
	The ACCESS Schools	1		Baker, Lorie	Pre-Kindergarten	Dolan, Jena	Granted
2307	Vilonia School District	1		Stracener, Candace	Science (8th grade)	Stanley, Sandra	Granted
0602	Warren School District	1		Raley, Sharon	Oral Communications/Drama	O'Neill, Anne	Granted
1803	West Memphis School District	2		Ball, Meghan	Music	Rowe, Stephanie	Granted
				Castle, Patti	Physical Science	Person, James	Granted
23	# Districts Requesting Waivers for Substitutes	27	# Substitute Waivers Requested this Month	Substitute Waivers			
				Granted			
				Substitute Waivers Denied			
				Total Substitute Waivers Requested			

**Section 1**  
**Second Lien Bonds**

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

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

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

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 14, 2011  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>1 2nd Lien</b>	<b>\$</b>	<b>630,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2ND LIEN  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Concord	Cleburne	445	630,000	2,773,000	Erecting and equipping a new cafeteria, paving, and covered walkways (\$600,510), cost of issuance and underwriter's discount allowance (\$29,490) with any remaining funds to be used for constructing, refurbishing, remodeling, and equipping school facilities.

## **Section 2**

### **Voted Bonds**

Arkansas Code Annotated § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefor, for purchasing new or used school buses, for refurbishing school buses, for the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program, 26 U.S.C. §1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING  
FEBRUARY 14, 2011  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>2 Voted</b>	<b>\$ 6,610,000.00</b>
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**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Barton-Lexa	Phillips	751	2,550,000	2,878,557	Refunding the July 1, 2003 bond issue (\$470,000); funding the District's portion of the following partnership projects: constructing and equipping a new multi-purpose facility including classrooms, Project #1112-5401-015 (\$1,778,300); and the following non-partnership projects: constructing and equipping a concession stand (\$215,000); and cost of issuance and underwriter's discount allowance (\$86,700) with any remaining funds to be used for other capital projects and equipment purchases.
Malvern	Hot Spring	2,135	4,060,000	12,663,549	Refunding the July 1, 1998 and December 1, 1998 bond issues (\$785,000); constructing and equipping the following partnership project: a new middle school - Project #1011-3004-002 (\$3,148,734); cost of issuance and underwriter's discount allowance (\$126,266) with any remaining funds to be used for other capital projects and equipment purchases.



**Arkansas Grade 11 Literacy**  
**ADVANCED PERFORMANCE LEVEL DESCRIPTOR**

In reading, students clearly demonstrate thorough, thoughtful, and comprehensive understanding of the text and reflect recognition of concrete and abstract ideas. They analyze and/or evaluate purpose, meaning, form, and literary techniques, supporting their ideas with accurate and relevant examples from the text.

In writing, students respond appropriately to the task and audience, consistently employing an effective organizational strategy; relevant, illustrative, and varied supporting details; and sophisticated and purposeful sentence constructions and rich language to enhance meaning. The students demonstrate consistent, though not necessarily perfect, command of grammar, punctuation, capitalization, and spelling.

## A Case of Instructional Sensitivity A Review of Longitudinal Results

### **Background**

One of the goals of testing under the No Child Left Behind Act (NCLB, 2001) is that students will make progress in learning reading and math. This goal is so much a part of the Act, that it is expected that all children will be proficient in both reading and mathematics by 2014.

Furthermore, the Act mandates at least three levels of proficiency or achievement (e.g., below proficient, proficient, and advanced). The use of levels of achievement indicate that students who are taught the material covered by the academic standards within a state should progress in their knowledge as demonstrated by scores on the test and in movement from one lower level to the next. If this movement of student's learning, as measured by the tests given under NCLB, is expected to progress from below proficient to proficient, it stands the test of reasoning that students who are well taught and motivated to learn would also make gains from the proficient level to the next higher level. In Arkansas, there are four levels of performance defined: Below Basic, Basic, Proficient, and Advanced. This research report investigates the standards set for the Augmented Benchmark, End-of-Course, and Grade 11 Literacy Examinations and the instructional sensitivity of those standards.

## Investigating Instructional Sensitivity of Arkansas Assessments

### Augmented Benchmark Examinations

With the enactment of NCLB, states were required to establish academic standards in reading and mathematics for each grade and to develop assessments for these standards in grades 3 through 8 and once in high school. These assessments—or more correctly termed, tests—would measure student learning as related to these standards. Furthermore, level of student performance would be established. Arkansas was one of the leading states in doing standards-based assessment and testing, and the state easily met the requirements of NCLB. The performance levels established were developed using Bookmark/Item Mapping and established four levels of student performance: Below Basic, Basic, Proficient, and Advanced. Along with the development of the academic standards and tests, teacher training and professional development as well as curriculum selection and development were carried out in the best practices of teaching and learning. This has resulted in improvement in student learning. Below in Figure 1 are the longitudinal results for the Augmented Benchmark Examinations at grades 3–8 given from 2005 to 2010.

Augmented Benchmark Exams Grades 3 - 8 Combined Population										
Grade 3 Math						Grade 3 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	3%	13%	28%	55%	84%	12%	17%	34%	37%	71%
2009	4%	15%	34%	48%	81%	15%	19%	33%	33%	67%
2008	6%	16%	30%	48%	79%	16%	21%	33%	31%	64%
2007	8%	17%	34%	41%	74%	17%	23%	33%	26%	59%
2006	11%	22%	34%	33%	67%	21%	22%	33%	24%	57%
2005	13%	29%	35%	23%	58%	22%	28%	33%	17%	50%
Grade 4 Math						Grade 4 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	9%	12%	26%	54%	80%	4%	19%	43%	34%	71%
2009	8%	14%	30%	48%	78%	7%	23%	40%	30%	70%
2008	12%	14%	30%	44%	74%	8%	26%	39%	28%	67%
2007	15%	20%	30%	35%	65%	11%	30%	37%	21%	59%
2006	17%	23%	35%	25%	60%	11%	28%	37%	24%	61%
2005	24%	25%	33%	17%	50%	14%	34%	37%	14%	51%
Grade 5 Math						Grade 5 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	11%	15%	36%	38%	74%	4%	21%	44%	30%	74%
2009	13%	16%	38%	33%	70%	7%	26%	44%	24%	68%
2008	14%	19%	39%	28%	67%	10%	26%	39%	25%	64%
2007	20%	19%	36%	25%	61%	9%	32%	37%	22%	59%
2006	26%	23%	32%	18%	50%	10%	34%	41%	15%	56%
2005	34%	25%	31%	10%	41%	11%	42%	41%	6%	47%
Grade 6 Math						Grade 6 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	8%	17%	31%	44%	75%	5%	23%	41%	30%	72%
2009	6%	14%	32%	48%	79%	7%	26%	41%	26%	67%
2008	10%	18%	30%	42%	72%	10%	26%	33%	31%	63%
2007	13%	19%	30%	38%	68%	9%	31%	39%	20%	60%
2006	17%	25%	32%	25%	57%	9%	32%	37%	22%	59%
2005	25%	31%	28%	15%	43%	9%	34%	40%	17%	57%
Grade 7 Math						Grade 7 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	11%	14%	36%	39%	75%	5%	27%	41%	27%	68%
2009	17%	15%	33%	35%	68%	7%	31%	43%	20%	63%
2008	20%	18%	33%	29%	62%	8%	34%	38%	20%	57%
2007	25%	18%	34%	24%	58%	8%	35%	40%	17%	57%
2006	30%	20%	35%	15%	50%	10%	36%	39%	14%	53%
2005	37%	20%	31%	12%	43%	11%	39%	38%	12%	50%
Grade 8 Math						Grade 8 Literacy				
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2010	21%	16%	41%	22%	63%	5%	19%	46%	30%	76%
2009	23%	15%	39%	23%	61%	7%	22%	49%	22%	71%
2008	28%	16%	35%	21%	56%	10%	23%	44%	23%	67%
2007	34%	18%	34%	13%	48%	12%	25%	42%	21%	63%
2006	38%	18%	34%	10%	44%	10%	25%	48%	18%	66%
2005	48%	19%	27%	6%	33%	13%	30%	45%	12%	57%

*Prof/Adv percentage is based on the actual numbers not the rounded numbers.*

**Figure 1: Achievement level rates for Mathematics and Literacy (NCLB reading requirement) for 2005 through 2010.**

As can be seen in Figure 1, a slow and steady progress has been seen from 2005 through the 2010 administration of the Augmented Benchmark Examinations. It should be noted that the gains are not simply at the lower levels of achievement but also in the highest level of achievement. This finding is consistent with expectations and theoretical reasoning.

The instructional sensitivity of the Augmented Benchmark Examinations seems to be supported by the longitudinal data collected over the past six years. Furthermore, continued efforts in teacher training and development, curriculum, and support for education appear to be paying dividends in improved student achievement.

However, some may argue that this finding might be expected based, at least partly, on basic human development over this time period. This argument might be true in other places, but Arkansas, in constructing its grade level standards, took extraordinary care in building the standards on the previous grade-level work. It has been done with such care that vertically moderated achievement standards were possible allowing for the building of a growth model. In fact, Arkansas was one of the first nine states that were allowed to try a growth model under U.S. Department of Education guidelines and were subsequently approved to use that growth model. This fact precludes the results being simple human developmental changes.

Thus far, Arkansas has demonstrated a solid understanding of the relationships between the various pieces of the learning models that underlie NCLB. They have worked diligently to implement the best practices currently available for a testing program.

### ***End-of-Course Examinations***

Arkansas used a great deal of foresight in electing to assess high school students with End-of-Course Examinations in Algebra I, Geometry, and Biology. These courses were easily identified and had well-structured courses in place. For the reading requirement under NCLB, Arkansas needed to take a more generalized approach, focused at grade 11, to allow students to take English course work in a flexible pattern. However, the standards for the Grade 11 Literacy Examination are easily understood and are taught in numerous English courses throughout the state. Hence, the use of more generalized approach is warranted.

Again, like the reasoning described above, the assessments in high school should show student achievement improving over time as the standards are better understood, teachers are more fully prepared, and students understand the expectation. Therefore, the high school tests should show a similar pattern of increased student performance as found in the tests given in grades 3–8 (the Augmented Benchmark Examinations).

Again, standards were set in all content areas except Grade 11 Literacy using the Bookmark/Item mapping procedure. Grade 11 Literacy performance standards were set using a Body of Work method due to a previous vendor's recommendation. However, all of these assessments passed peer review with the methodologies used without any questions regarding the method.

Figure 2 below shows similar patterns for most of the tests and achievement levels but not all. Specifically, Grade 11 Literacy at the Advanced performance level shows no instructional validity. All of the other content areas and performance levels within Grade 11 Literacy show signs of instructional validity. This has been a source of concern in the education community for some time. A great deal of anecdotal evidence has accumulated to warrant an investigation of this anomaly.

Algebra I-Mid-Year (January)						Algebra I-Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/Adv	Below Basic	Basic	Proficient	Advanced	Prof/Adv
2010	8%	18%	46%	27%	73%	5%	18%	44%	32%	76%
2009	7%	21%	44%	27%	72%	7%	23%	40%	30%	70%
2008	12%	36%	39%	13%	53%	9%	25%	41%	25%	66%
2007	13%	32%	40%	15%	55%	11%	28%	36%	26%	61%
2006	12%	37%	44%	8%	52%	12%	24%	37%	28%	65%
2005	18%	34%	36%	11%	47%	15%	25%	37%	23%	60%
2004	18%	50%	29%	3%	32%	15%	32%	39%	14%	53%
2003	24%	46%	26%	4%	30%	15%	41%	37%	7%	44%
2002	42%	49%	9%	1%	10%	21%	42%	30%	7%	37%
2001	57%	40%	3%	0%	3%	31%	48%	18%	2%	20%

Geometry-Mid-Year (January)						Geometry-Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/Adv	Below Basic	Basic	Proficient	Advanced	Prof/Adv
2010	5%	19%	39%	37%	76%	7%	24%	40%	29%	69%
2009	7%	30%	39%	24%	63%	5%	29%	47%	19%	66%
2008	4%	27%	44%	27%	68%	7%	33%	40%	20%	60%
2007	10%	30%	38%	23%	61%	10%	30%	36%	23%	59%
2006	13%	36%	37%	14%	51%	9%	31%	42%	18%	60%
2005	15%	41%	34%	9%	43%	14%	31%	38%	17%	55%
2004	25%	49%	24%	2%	26%	13%	39%	38%	10%	48%
2003	33%	45%	20%	2%	22%	17%	43%	35%	4%	39%
2002	35%	46%	18%	1%	19%	28%	41%	27%	5%	32%
2001	33%	50%	15%	1%	16%	35%	47%	17%	2%	19%

Biology- Mid-Year (January)						Biology- Spring (April)				
Year	Below Basic	Basic	Proficient	Advanced	Prof/Adv	Below Basic	Basic	Proficient	Advanced	Prof/Adv
2010	18%	43%	33%	7%	40%	22%	42%	29%	7%	36%
2009	25%	39%	27%	10%	36%	22%	37%	30%	11%	41%
2008	37%	38%	20%	5%	25%	33%	37%	23%	7%	30%

						Grade 11 Literacy- Spring (March)				
Year						Below Basic	Basic	Proficient	Advanced	Prof/Adv
2010						7%	33%	58%	2%	60%
2009						9%	35%	55%	1%	57%
2008						9%	40%	50%	1%	51%
2007						12%	37%	49%	1%	51%
2006						11%	44%	45%	0%	45%
2005						14%	40%	44%	1%	45%
2004						15%	40%	43%	2%	45%
2003						18%	40%	39%	2%	41%
2002						22%	41%	36%	1%	37%
2001						31%	47%	21%	1%	22%

**Figure 2: Achievement level rates for the End-of-Course Tests and Grade 11 Literacy (NCLB reading requirement) for 2001 through 2010.**

Again, as seen in the Augmented Benchmark Examinations, the three End-of-Course Examinations, and the Grade 11 Literacy Examination, performance levels (i.e., Below Basic, Basic, and Proficient) show patterns of instructional sensitivity. That is, Below Basic rates slowly decrease while Proficiency rates increase. In addition, similar to the Augmented Benchmark

Examinations for grades 3–8, the Advanced performance level show steady increase for the End-of-Course Examinations but not for Grade 11 Literacy.

An examination of the performance level set in 2001 for the Advanced level of performance shows that only students who near perfection on both the selected-response items and the two written essays will achieve that level of performance. Looking back across ten years of data confirms that finding. This suggests that the Advanced cut score was set exceedingly high. This level of performance is most likely not attainable through good teaching and learning practices.

## Reevaluating the Advanced Performance Level for Grade 11 Literacy

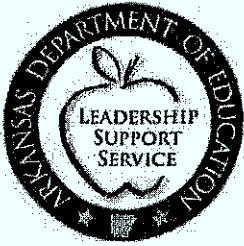
A reevaluation of the Grade 11 Literacy performance standards was undertaken in November of 2010. Panelists were allowed to make recommendations for all of the performance standards; however, only the Advanced performance standard is to be considered in this report. Recall that in Figure 2 above, the Advanced level of the Grade 11 Literacy Examination shows no instructional sensitivity. Given the recommendation from the panel, Figure 3 provides the results for the Advanced level of performance for the previous five administrations, if the recommended cut score were in effect for those years.

Grade 11 Literacy-Hypothetical Advanced Cut Score										
Year						Below Basic	Basic	Proficient	Advanced	Prof/Adv
2010						7%	33%	45%	15%	60%
2009						9%	35%	44%	14%	57%
2008						9%	40%	42%	9%	51%
2007						12%	37%	40%	11%	51%
2006						11%	44%	38%	7%	45%

**Figure 3: Hypothetical achievement level rates for Grade 11 Literacy (NCLB reading requirement) for 2006 through 2010.**

It should be noted that applying the recommended Advanced cut scores does not change the overall total rate for students at and above the Proficient level. These results show a pattern similar to both the Augmented Benchmark and End-of-Course Examinations.

Given the longitudinal data and the results of applying a new cut score to that Advanced level for the Grade 11 Literacy Examination, instructional sensitivity for all tests has been achieved. Therefore, it is recommended that a new cut score for the Grade 11 Literacy Advanced performance level be set at a raw score of 173 points for the 2010 Grade 11 Literacy Examination. There was a possible 192 raw score points for the 2010 Grade 11 Literacy Examination. The cut score used for the 2010 Grade 11 Literacy Examination was 184 raw score points (nearly a perfect exam).



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
*Commissioner*

January 26, 2010

State Board  
Of Education

Dr. Naccaman Williams  
*Springdale  
Chair*

Dr. Ben Mays  
*Clinton  
Vice Chair*

Sherry Burrow  
*Jonesboro*

Jim Cooper  
*Melbourne*

Brenda Gullett  
*Fayetteville*

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Toyce Newton  
*Crossett*

Vicki Saviers  
*Little Rock*

Rob McGill  
Academics Plus Charter School  
900 Edgewood Drive  
Maumelle, AR 72113

Re: Notice of State Board Meeting

Dear Mr. McGill,

This letter is to inform you that your request for a hearing regarding Academics Plus Charter School will be considered at the State Board of Education's meeting on February 14, 2011. 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.

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.

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

Sincerely,

A handwritten signature in black ink that reads "Mary Ann Duncan, Ed.D." The signature is written in a cursive style.

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

MAD/jf

c/c: Jeremy Lasiter, General Counsel



# ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell  
*Commissioner*

January 20, 2011

**State Board  
of Education**

Dr. Naccaman Williams  
*Springdale  
Chair*

Dr. Ben Mays  
*Clinton  
Vice Chair*

Sherry Burrow  
*Jonesboro*

Jim Cooper  
*Melbourne*

Brenda Gullett  
*Fayetteville*

Sam Ledbetter  
*Little Rock*

Alice Mahony  
*El Dorado*

Toyce Newton  
*Crossett*

Vicki Saviers  
*Little Rock*

Mr. Rob McGill, Executive Director  
Academics Plus Charter School  
900 Edgewood Drive  
Maumelle, AR 72113-6275

Re: Notice of State Board Hearing,  
Academics Plus Charter School

Dear Mr. McGill:

The State Board of Education will consider the request of the above-referenced open-enrollment charter school to amend its charter and increase its enrollment cap at its regular meeting on February 14, 2011. The meeting will begin at 9:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock.

Please attend the hearing and bring with you any personnel and documentation necessary for you to address any questions the Board may have.

Should you have any questions, you may direct them to Dr. Mary Ann Duncan, Charter Schools Program Coordinator, at (501) 683-5313.

Respectfully,

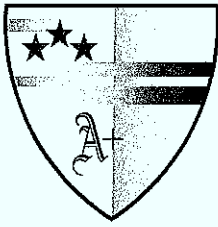
A handwritten signature in dark ink, appearing to read "J. Mark White".

J. Mark White  
Staff Attorney

cc: Dr. Charles Hopson, Superintendent,  
Pulaski County Special School District  
Dr. Mary Ann Duncan, Charter School Program Coordinator  
Ms. Phyllis Stewart, State Board Office

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





## *Academics Plus Charter School*

900 Edgewood Drive  
Maumelle, AR 72113  
Ph 501.803.9730 • Fax 501.803.9742

January 24, 2011

Dear Members of the State Board of Education:

In order to continue to provide the citizens of Central Arkansas a quality choice in education it is requested to raise the student cap for Academics Plus Charter School (APCS).

APCS provides students and parents with a positive alternative to traditional public schools in the area. APCS has academically outperformed other local schools on a continuous basis. APCS is the only school in the area that has not been placed on academic school improvement during the past five years. The students at APCS meet or beat the state academic standards on a consistent basis in all areas tested by the state. Attachment 1 and attachment 2 compare other local public schools with APCS. The data shows that the longer the students attend APCS the better students perform as compared to students in other district. APCS is extremely proud of student performance during the middle grades and on the End of Course exams as the students well outperform their peers in other districts.

One positive draw as seen by parents and students are the offerings of concurrent credit for high school students. Currently APCS offers 15 concurrent classes. This year alone 37 students are enrolled in at least one concurrent credit class. 441 college credit hours will be earned by students at APCS this year alone. The most concurrent credits earned by a 2011 graduating senior will be 45. This is a wonderful offering for the students at APCS and is a program that APCS is trying to expand even further.

APCS has a current enrollment of 624 students. This is an increase of 106 students (20%) since June 1, 2010. The additional 106 students is growth without adding new grade levels. Over the past four years the school has experienced an average of an additional 70 students per year. Currently APCS has 27 seniors scheduled to graduate in May 2011. Over the past two years the kindergarten classes have averaged 50 students. We anticipate an even larger kindergarten class because the new elementary building will be complete in August 2011. The fact of losing 27 seniors and gaining 53 kindergarten students APCS will have an enrollment of 650 students. This does not leave APCS with any room to grow. There are currently twelve students on the waiting list. Ten students in fifth grade, one in third grade and one in tenth grade. If the cap is not increased immediately APCS will stop enrolling students in order to save seats for incoming kindergarten students. Please see attachment 3 for student growth comparisons since 2001.

Until this coming year the school has not had the capacity to accept more than 650 students. This has changed with the construction of a new elementary school. The school will be complete in August 2011. The new building will increase our physical space by an additional twelve classrooms. It will also allow all of the high school

teachers to have large classrooms. Currently several of the classrooms are only physically capable of holding fifteen students. This will allow the school to immediately accept additional students and provide choice and quality to more students in the Central Arkansas Area. This can only be done if the cap is increased above 650.

Attachment 4 shows the diversity of the APCS student body. Currently APCS has a total minority population of 27% and 26% free/reduced students. According to the APCS Charter the goal is to attain 20-41% minority students for secondary schools. Currently, 7<sup>th</sup> grade through 12<sup>th</sup> grade has a 26% minority population. It is important to note that as the school overall population has grown over the past few years the minority percentage and free/reduced percentage has also grown. During the 2006-2007 school year the student population was 346 students with 12% of those being classified as minority. Since then the student population, minority percentage and minority actual numbers have increased dramatically. In 2005-2006 APCS served 41 minority students and currently APCS serves 171 minority students.

The following list shows what APCS has done over the past two years to attract a more diverse student population:

1. 2009 – Established a school lunch program.
2. 2010 – Employed two certified special education teachers.
3. 2010 – Employed two title I paraprofessionals to serve targeted students.
4. 2010 – Employed a half time certified Title I teacher to serve targeted students.
5. 2010 – Established a on campus before and after school care by partnering with Little Scholars of Maumelle. 60% of the Little Scholars children are African American.
6. 2010 – Began NWEA skills testing to determine strengths and weaknesses of individual students. This will allow differentiated instruction to meet the needs of all students.
7. 2011 – Established a transportation plan for students from Little Rock and North Little Rock. The plan is to provide students transportation through Central Arkansas Transit (CAT).

The current Ten Year Facilities Plan is a 5 phase plan. The new 450 student elementary school already under construction is phase I. Phase II is an addition to the new elementary school to include a cafeteria and an additional 150 student capacity. Phase III is the construction of a new gym/auditorium with classroom space. Phase IV is the construction of a new high school with a capacity of 450 students. Phase V is an addition to the new high school that will increase capacity to 600 students. Once the ten year plan is complete the campus will have a student capacity of 1300 students K-12 in quality buildings. Growth is anticipated to increase and estimates are as follows:

August 2011 – 775 students. (Physical Capacity = 850 students)

August 2012 – 850 students.

August 2013 – 925 students. (Complete Phase II, Physical Capacity = 1000 students)

August 2014 – 1000 students.

August 2015 – 1100 students. (Complete Phase III, Physical Capacity = 1100 students)

August 2016 – 1100 students.

August 2017 – 1200 students. (Complete Phase IV, Physical Capacity = 1200 students)

August 2018 – 1300 students. . (Complete Phase V, Physical Capacity = 1300 students)

According to the 2010 Gadberry Group report, Maumelle is the fastest growing city in Arkansas. The continued rapid growth is expected and the demand for a free and appropriate choice in education will be more important than ever before.

Academics Plus Charter School offers parents and students with a community minded school that creates high performing students. APCS faculty and staff are proud of what has been accomplished over the past few years. We are even more excited about the opportunities we will have to touch more students' lives in the future.

Educationally Yours:

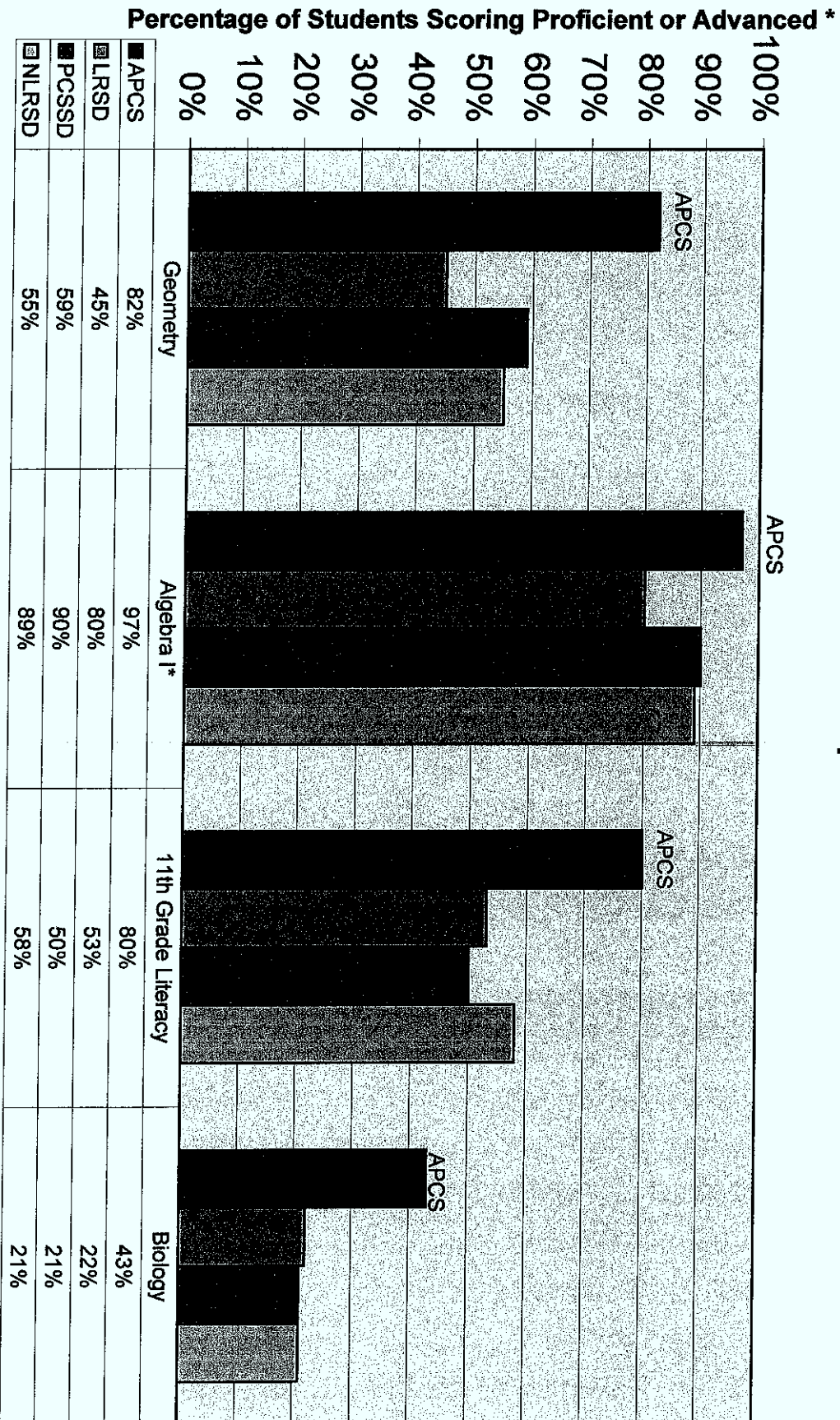
A handwritten signature in black ink, appearing to read "Rob McGill", written in a cursive style.

Rob McGill  
Executive Director

- Attachment 1: End of Course Comparison
- Attachment 2: Benchmark Comparison
- Attachment 3: Enrollment Report
- Attachment 4: Race Population Report
- Attachment 5: APCS Board Resolution

# Attachment 1

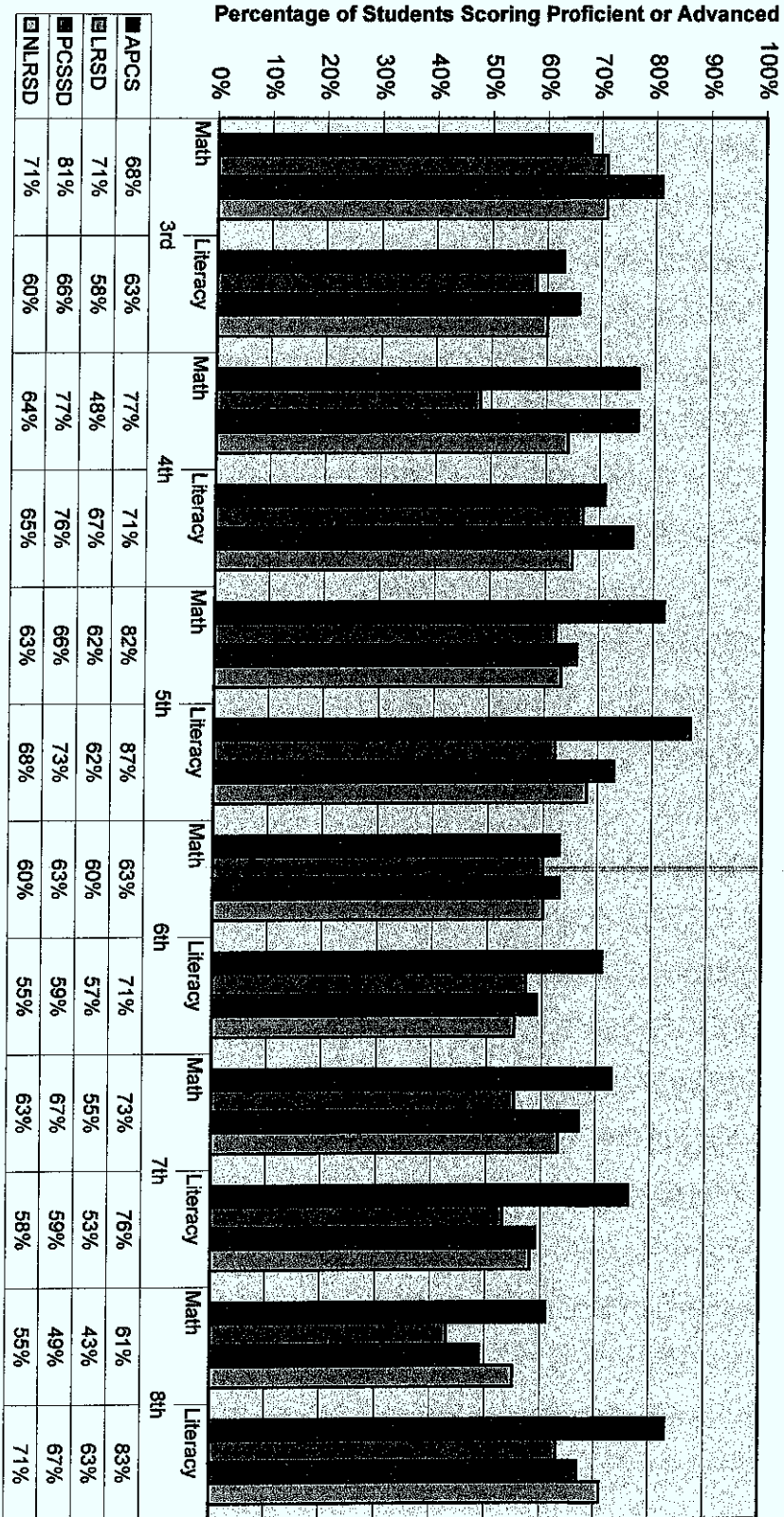
## Academics Plus Charter School 2010 Comparison of Local Schools on End of Course Exams Combined Population





# Attachment 2

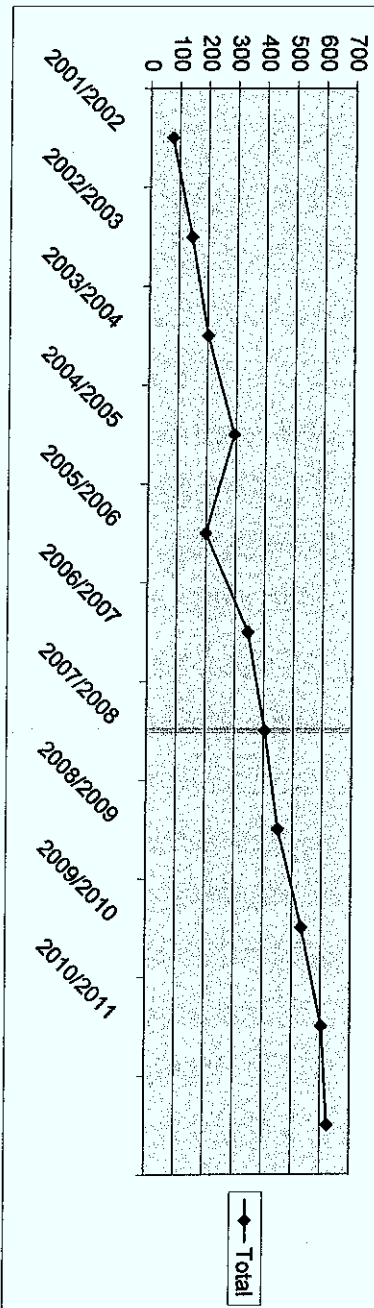
## Academics Plus Charter School 2010 Comparison of Local Schools on Benchmark Combined Population

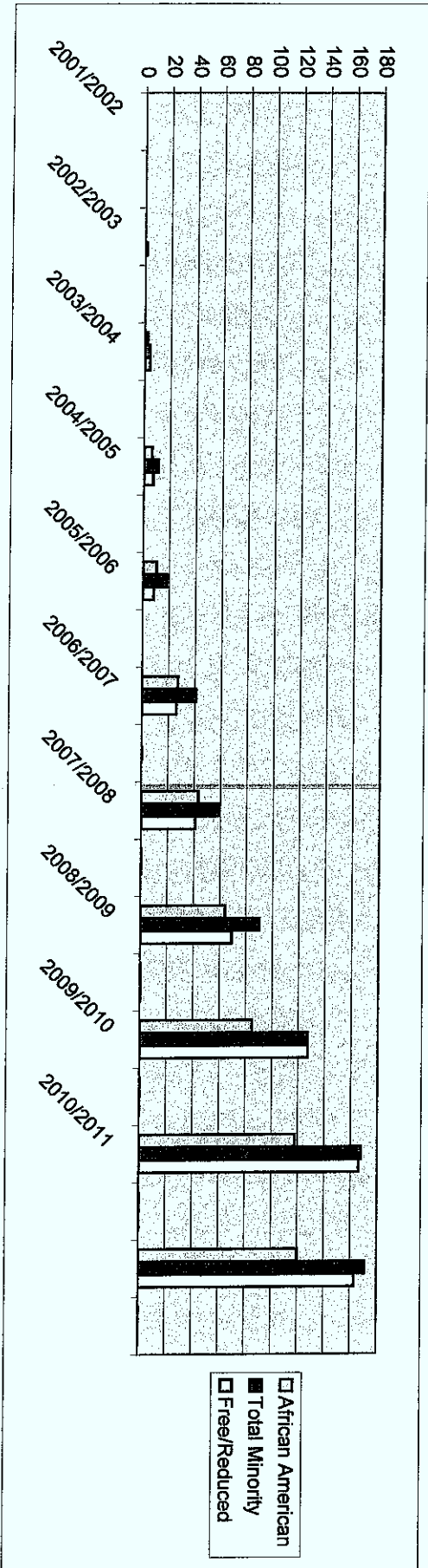


## Academics Plus Charter School Enrollment Data 2001/2002 - 2010/2011

Grade	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	Oct. 1 2010/2011	Jan. 19 2010/2011
KF							20	36	49	54	52
1								20	44	50	52
2								35	33	55	58
3								43	22	40	46
4								42	46	40	40
5								47	48	50	51
6	45	46		50	35	33	39	42	50	48	48
7	31	65		59	53	34	52	42	57	48	50
8		34		66	59	27	39	40	39	47	45
9				27	35	47	22	40	53	52	52
10					25	38	47	26	37	50	56
11					23	28	36	46	22	43	47
12					23	22	23	32	33	26	27
Total	76	145	202	294	199	346	404	451	533	603	624

APCS Enrollment Data



[illegible]

RESOLUTION OF THE BOARD OF TRUSTEES OF  
THE ACADEMICS PLUS CHARTER SCHOOL

WHEREAS, the Academics Plus Charter School (APCS) Board of Trustees (Board of Trustees) met in a special, properly-called board meeting on January 22, 2011.

WHEREAS, 9 members were present, a quorum was declared by the chair.

WHEREAS, the Board of Trustees has been apprised and has found that the APCS is experiencing enrollment growth, and that it will soon approach the six-hundred-fifty (650) student cap imposed in its charter; and

WHEREAS, the APCS is embarking upon a building campaign based upon a Ten Year Facilities Plan, including a new elementary school facility, which will attract future growth and will necessitate an increase in the enrollment cap to accommodate this growth; and

WHEREAS, the increased enrollment growth of the APCS will further solidify its academic and financial position, which will be a benefit to both the school and the community.

THEREFORE, LET IT BE SO DETERMINED AND RESOLVED BY THE  
ACADEMICS PLUS CHARTER SCHOOL BOARD OF TRUSTEES:

The Executive Director of the APCS is hereby authorized to petition the Arkansas State Board of Education to amend the current open-enrollment public charter of the APCS to raise the enrollment cap level from six-hundred-fifty (650) students to a total of thirteen hundred (1,300) students, with the student increase expected to be phased in over a period of years as set forth in the attached and incorporated chart, in a method which is in accordance with the Ten Year Facilities Plan. The Board of Trustees also hereby reiterates the commitment contained in the APCS Charter to maintain a minimum percentage of twenty percent (20%) minority student population.

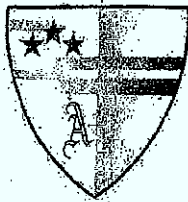
  
\_\_\_\_\_  
PRESIDENT, APCS BOARD OF TRUSTEES      1/22/2011  
DATE

  
\_\_\_\_\_  
SECRETARY, APCS BOARD OF TRUSTEES      1/22/2011  
DATE



**PROJECTED STUDENT ENROLLMENT CHART**

August 2011	775 students
August 2012	850 students
August 2013	925 students
August 2014	1000 students
August 2015	1100 students
August 2016	1100 students
August 2017	1200 students
August 2018	1300 students



## *Academics Plus Charter School*

900 Edgewood Drive  
Maumelle, AR 72113  
Ph 501.803.9730 Fax 501.803.9742

January 19, 2011

Dr. Mary Ann Duncan  
#4 Capitol Mall  
Little Rock, AR 72201

Dear Dr. Duncan,

This letters serves as a request for Academics Plus Charter School to appear before the State Board of Education for a hearing in February 2011. The purpose of the hearing is to seek an increase to the cap for student enrollment.

If you have any questions concerning this matter, please contact me at (501) 803-9730.

Educationally Yours,

Rob McGill  
Executive Director