



AGENDA STATE BOARD OF EDUCATION

July 11, 2011

Arkansas Department of Education

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Ben Mays

Report-2 Commissioner's Report

Presenter: Dr. Tom Kimbrell

Report-3 Update on Common Core State Standards and PARCC

This information is provided to keep the State Board of Education apprised of the Department's work and activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Report-4 Assessing Performance at Grades 1-2

A survey of the 49 states and the District of Columbia found that Arizona uses a norm-referenced test as part of the large scale testing program, done only at grade 2; and Wyoming uses the MAP test, an assessment with norm referencing capability, in grades K-2. Other states including assessment for grades 1 and/or 2 as part of the state assessment program use criterion-referenced tests.

The 2009 position statement of the National Association for the Education of Young Children (NAEYC), entitled "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" states: "The methods of assessment are appropriate to the developmental status and experiences of young children, and they recognize individual variation in learners and allow children to demonstrate their competence in different ways. Methods appropriate to the classroom assessment of young children, therefore, include results of teachers' observations of children, clinical interviews, collections of children's work samples, and their performance on authentic activities....Assessments are tailored to a specific purpose and used only for the purpose for which they have been demonstrated to produce reliable, valid information."

The Arkansas Department of Education is currently in a five-year contract with Questar which covers grades K-9. A planning meeting is scheduled with the contractor in July, and contract modifications may be discussed at that time.

Presenter: Dr. Gayle Potter

Consent Agenda

C-1 Minutes - June 13, 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 July report summarizes the PMT for June.

Presenter: John Hoy 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.

Presenter: Dr. Karen Cushman and Clemetta Hood

C-4 Consideration of Recommendation of the Professional Licensure Standards Board for a Written Warning for Case #11-059 – Clark William Watkins

The Professional Licensure Standards Board Subcommittee on Ethics is recommending a written warning to Clark Watkins for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.

Presenter: Michael Smith

Action Agenda

A-1 Review of Year Two Accredited-Probationary Status of Armorel School District for Failure to Meet the Standards for Accreditation for the 2010-2011 School Year

Armorel School District was identified as Accredited-Probationary (Year Two) in May of 2011. The Armorel School District failed to meet the requirements of the Standards for Accreditation as they apply to Counselor/Student ratios for the 2010-2011 school year.

16.01.1 GUIDANCE AND COUNSELING

16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred and fifty (450).

Presenter: Johnie Walters

A-2 Review of Year Two Accredited-Probationary Status of Cutter-Morning Star High School for Failure to Meet Standards for Accreditation for the 2010-2011 School Year

Cutter-Morning Star High School was identified as Accredited-Probationary (Year Two) in May of 2011. The Cutter-

Morning Star High School failed to obtain a waiver to teach out-of-area for the 2009-10 and 2010-11 school year. The Cutter-Morning Star High School also had a teacher teaching with an expired license during the 2010-11 school year.

15.03 LICENSURE AND RENEWAL

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

Presenter: Johnie Walters

A-3 Appeal of Accredited-Probationary Status of Mayflower Middle School for Failure to Meet the Standards for Accreditation for the 2010-2011 School Year

Mayflower Middle School was identified as Accredited-Probationary in May of 2011. Mayflower Middle School failed to obtain a waiver for a teacher to teach out-of-area during the 2010-2011 school year.

15.03 LICENSURE AND RENEWAL

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

Presenter: Johnie Walters

A-4 Review of 2010-2011 Concurrent Credit Pilot Project

Section 5.0 of the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade created a concurrent credit pilot project for the 2010-2011 school year. Section 5.04 of the rule requires the Arkansas Department of Education and the Arkansas Department of Higher Education to review the pilot project and present their findings to the Arkansas State Board of Education in July 2011. This agenda item fulfills the requirement set forth in the rule.

Presenter: Shane Broadway, Cynthia Moten and Robert White

A-5 Hearing on Waiver Request for Certified Teacher's License – Charlotte Brown

Charlotte Brown requests a waiver of her 2005 conviction for theft of public benefits. The State Board of Education is authorized to revoke, deny, suspend, or place on probation, the license of any person convicted of a disqualifying offense.

Presenter: Katherine Donovan

A-6 Hearing on Waiver Request for Certified Teacher's License – Virgil Brown

Virgil Brown requests a waiver of his 1998 conviction for possession of a controlled substance. The State Board of Education is authorized to revoke, deny, suspend, or place on probation, the license of any person convicted of a disqualifying offense.

Presenter: Katherine Donovan

A-7 Hearing on Waiver Request for Certified Teacher's License – Karen Green

Karen B. Green is a licensed educator from Florida who is seeking an Arkansas license by reciprocity. She has a felony drug possession conviction from 2000, a disqualifying offense under Ark. Code Ann. § 6-17-410, unless the Board grants her a waiver.

Presenter: Katherine Donovan

A-8 Hearing on PLSB Case # 10-005 A – Alice McConnell; Case # 10-005 B – Ruthann Nunnally and Case # T-10-001 – Ruthann Nunnally

Former Weiner School District Superintendent Chuck Hanson filed a complaint alleging that Alice McConnell (then high school principal) and Ruthann Nunnally (then Advanced Placement test coordinator) violated Standards 2 and 3 in May 2009 when they ordered the Advanced Placement (AP) tests late costing the school district an extra \$1434.00, administered the AP English Literature exam on a day not authorized by AP Central, and directed the teachers administering the test and the students to “back date” the test as if it was given on the correct date. Questions were raised by the teachers administering the test and some of the students and eventually AP Central invalidated the test and no student received credit for any score on the exam.*

*The Professional Licensure Standards Board Ethics Subcommittee recommends one (1) year suspensions of Ms. McConnell’s and Ms. Nunnally’s teaching licenses for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom; Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice; and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Both educators requested an evidentiary hearing before the PLSB Subcommittee. The hearing was held on March 11, 2011. Ms. Nunnally was present. Ms. McConnell did not appear. The recommendation was sustained. Ms. McConnell is now represented by attorney, Clayton Blackstock. [*Weiner is now part of the Harrisburg school district.]*

Presenter: Katherine Donovan

A-9 Consideration of Final Approval: Amended Rules Governing Athletic Expenditures by Public Schools

The primary objective of the proposed amendments is to provide a more reasonable allocation method for school districts to use in recording the cost of property insurance, utilities, and other facilities costs that pertain to athletics. A public hearing was held in the ADE Auditorium on June 20, 2011, with no oral comments received. Written public comments were received and considered. Consideration of final approval of these proposed rule amendments is requested.

Presenter: Bill Goff and Mark White

A-10 Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules and Regulations Governing Mobile Phone Usage by School Bus Drivers

The State Board adopted these rules in 2001, before the Legislature created the Commission on Public School Academic Facilities and Transportation. Since that time, these rules have been superseded by legislation and by rules adopted by the Commission. Because the rules have been superseded, the Board is requested to approve and release for public comment the proposed repeal of these rules.

Presenter: Mark White

A-11 Consideration of Emergency Adoption: Revisions to Arkansas Department of Education Rules Governing College and Career Readiness Planning Program

Act 879 of 2011 made significant changes to the postsecondary preparatory programs administered by the Department of Education. The Act had an emergency clause making it effective March 31, 2011. Because of the emergency clause, emergency adoption of these rule revisions implementing Act 879 is requested.

Presenter: Mark White

A-12 Consideration of Approval for Public Comment: Revisions to Arkansas Department of Education Rules Governing College and Career Readiness Planning Program

Act 879 of 2011 made significant changes to the postsecondary preparatory programs administered by the Department of Education. The Department has drafted rule revisions to implement the changes imposed by Act 879. The Board is requested to approve and release for public comment these proposed rule revisions.

Presenter: Mark White

A-13 Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing College Preparatory Enrichment Program

Act 879 of 2011 repealed the statutes authorizing the Department to operate the College Preparatory Enrichment Program in its present form. For this reason, the Board is requested to approve and release for public comment the proposed repeal of these rules.

Presenter: Mark White

A-14 Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules and Regulations Identifying and Governing Self-Construction Projects by Public Education Entities

The State Board adopted these rules in 2001, before the Legislature created the Commission on Public School Academic Facilities and Transportation. Since that time, these rules have been superseded by rules adopted by the Commission. Because the rules have been superseded, the Board is requested to approve and release for public comment the proposed repeal of these rules.

Presenter: Mark White

A-15 Consideration of Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Waivers of Minimum Salaries for Certified Personnel

The law on which these Rules were based, Ark. Code Ann. § 6-17-1001, was repealed by the Legislature in Act 74 of the 2nd Extraordinary Session of 2003. Because the underlying statute has been repealed, the Board is requested to approve and release for public comment the proposed repeal of these rules.

Presenter: Mark White

A-16 Consideration of Recommendation for Praxis Test and Cut Score in Latin Effective September 1, 2011

The Professional Licensure Standards Board at its June meeting voted to recommend the assessment and cut score for the Latin Exam (0600). The scaled score is 670 on a 250-990 scale. This is an old exam which has not been rescaled to the 200 point scale.

Presenter: Dr. Karen Cushman

**Minutes
State Board of Education Meeting
Monday, June 13, 2011**

The State Board of Education met Monday, June 13, 2011, in the auditorium of the Department of Education building. Dr. Naccaman Williams, Chairman, called the meeting to order at 9:30 a.m.

Present: Dr. Naccaman Williams, Chairman; Dr. Ben Mays, Vice-Chair; Sherry Burrow; Jim Cooper; Brenda Gullett; Sam Ledbetter; Alice Mahony; Vicki Saviers; Toyce Newton; Dr. Tom Kimbrell, Commissioner; and Vandy Nash, Arkansas Teacher of the Year

Absent: None

Reports

Chair's Report:

Chairman Williams expressed appreciation to fellow Board members and Department staff for the support and assistance provided during his term of service. He acknowledged the service of fellow Board member Sherry Burrow and Teacher of the Year Vandy Nash as their terms on the Board were also ending.

Commissioner's Report:

Commissioner Kimbrell honored outgoing Board members Naccaman Williams and Sherry Burrow for their service to education and the children of Arkansas. He presented them framed letters of appreciation from Governor Mike Beebe.

Dr. Kimbrell reported that an Arkansas team attended the PARCC Transition and Implementation Institute June 6-7 in Washington, DC. He said the meeting provided state and district leaders with a framework for assessing capacity and for planning next steps in order to implement the Common Core State Standards (CCSS) and transition to the PARCC assessments.

Coordinated School Health: A Framework for Health in Arkansas 2009-2010

Laura McDowell, Coordinated School Health (CSH) Coordinator, and Michelle Justus gave an update of services provided by the Arkansas CSH program in 2009-2010. The services are intended to provide tools for schools to address health issues. An evaluation of programs in schools was conducted using the CSH eight components:

- Comprehensive K - 12 Health Education
- Comprehensive K - 12 Physical Education and Physical Activity programs
- Nutrition Services
- School Health Services
- Counseling, Psychological, and Social Services
- Healthy School Environment
- Staff Wellness and Promotion
- Family and Community Involvement

Evaluation results indicate schools with a coordinated school health program had better academic performance and fewer discipline problems.

Informational Update on Common Core State Standards and PARCC

In an update on Common Core State Standards, Dr. Laura Bednar, Assistant Commissioner of Learning Services, said the state was in a good position for the delivery of the new learning standards. She said the Arkansas team at the recent PARCC institute including four superintendents—Dr. Kay Johnson of Greenwood, Dr. Kim Wilbanks of Jonesboro, Dr. Randy Willison of Batesville and Andrew Tolbert of Warren—worked to develop a delivery chain using the educational service cooperatives.

Dr. Bednar outlined the six components of PARCC's vision:

- Create high quality assessments that measure the full range of the CCSS
- Build a pathway to college and career readiness for all students
- Support educators in the classroom
- Better utilize technology
- Compare results across districts and states, and determine how students compare to their international peers
- Advance accountability

She said CCSS is a big undertaking and it is reasonable to feel apprehensive, but the key is sustained, thoughtful effort and frequent clear communication.

Consent Agenda

Ms. Mahony moved, seconded by Ms. Burrow, to pull Consent Agenda Item 6, PLSB Case #11-001—John Adair Dawson, and refer it back to the PLSB. The motion carried unanimously.

Mr. Cooper moved, seconded by Ms. Newton, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the May 16, 2011, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers to School Districts for Teachers Teaching Out of Area for Longer than 30 Days
- Revolving loans totaling \$293,449 (Hartford and Horatio); 11 second lien bonds for a total of \$11,620,000 (Clinton, Dover, Green Forest, Greenwood, Hampton, Lincoln, McCrory, Mineral Springs, Mountain Home, Pangburn, Wonderview); and 5 voted bonds totaling \$216,720,000 (Jasper, Nashville, Omaha, Springdale and Omaha)
- Sanctions for Teachers as Recommended by the Professional Licensure Standards Board
 - Dayton Lavon Kitchens
 - Joe Harold Morris
 - Chester Lucas
 - Nathan Andrew Page

Action Agenda

(Complete records of the hearings are available in the State Board office.)

Arkansas Better Chance 2010-11 Funding Recommendation

Jamie Morrison, ABC Program Administrator, presented funding recommendations reviewed by the ABC staff and found to meet established guidelines.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the recommendations. The motion carried unanimously.

Two hundred and two proposals were approved totaling \$102,818,730.

Request for Open Enrollment Public Charter School Charter Amendment: Arkansas Virtual Academy

Dr. Mary Ann Duncan, Charter School Program Coordinator, presented a request from Arkansas Virtual Academy to amend its charter.

Mr. Scott Sides, director of the charter school, asked the Board to expand the school's enrollment cap from 500 to 1,500 students. He said the school's waiting list is usually around 1,000 students.

Board members criticized high administrative costs which take about 15 percent of the school's budget; test scores that are near the state average; and a waiver

that allows the school's board to approve contracts with its curriculum provider without going through a public bidding process.

Commissioner Kimbrell said the Senate and House Education Committees have asked for a study to determine the school's effectiveness and how its techniques can be applied statewide in cooperation with other school districts.

Mr. Ledbetter moved, seconded by Ms. Gullett, to deny the request to expand the enrollment cap. The motion carried seven to one in a roll call vote.

Yeas—Mays, Burrow, Gullett, Ledbetter, Mahony, Newton, Cooper
Nays—Saviers

Hearing on PLAB Case #10-005A – Alice McConnell; Case #10-005B – Ruthann Nunnally and Case #T-10-001 – Ruthann Nunnally

This item was pulled from the agenda at the request of legal counsel for Ms. McConnell and Ms. Nunnally.

Consideration for Approval: Declaration of Critical Academic Shortage Areas as Required by Ark. Code Ann. § 6-81-601 et seq. and Ark. Code Ann. § 6-85-109

Beverly Williams, Assistant Commissioner of Human Resources, presented licensure areas considered critical academic shortage areas for 2011-2012. The areas are: secondary mathematics, secondary science, middle school mathematics, middle school science, middle school English language arts, middle school social studies and special education. The critical area endorsements include library media; counselor; gifted/talented; English as a second language; middle school English, math, social studies and science; and building level administrators.

Ms. Burrow moved, seconded by Mr. Cooper, approval. The motion carried unanimously.

Consideration for Approval: Nomination for the Professional Licensure Standards Board to Replace a Member Who is Retiring

Ms. Williams presented the nomination of Jo E. (Jody) Vines, principal of Washington Middle School in the El Dorado School District, to fulfill the remaining year of retiring member Carolyn Odom on the PLSB.

Mr. Ledbetter moved, seconded by Mr. Cooper, approval of the nomination. The motion carried unanimously.

Consideration for Approval: Accreditation Status Report for Arkansas Public Schools and School Districts 2010-2011

Dr. Charity Smith, Assistant Commissioner of Academic Accountability, presented the 2010-2011 accreditation status report citing 185 schools for standards violations. Twenty-three were put on probation. Three of the schools on probation—Cutter Morning Star High School and Armored's elementary and high schools—could face potential sanctions by the board in July because they have remained on the list for two consecutive years.

Ms. Cooper moved, seconded by Ms. Newton, to accept the report. The motion carried unanimously.

Consideration for Approval: Two Developmental Reading Courses

Dr. Laura Bednar requested Board approval of two developmental reading courses—one designed for middle school students and one designed for high school students. Dr. Bednar said the courses were needed to help students develop strategies for independent learning. She said the courses could also help students develop a higher degree of mastery. The courses would count as electives toward graduation requirements.

Dr. Mays moved, seconded by Ms. Mahony, approval of the courses. The motion carried unanimously.

Consideration for Emergency Approval: Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application

Ark. Code Ann. § 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. According to the schedule previously adopted by the State Board, applications for open-enrollment charter schools will be due August 31, and letters of intent are due June 30. Because of the short amount of time until the application due date, and because of changes in the applications required by Act 993 of 2011, the Board was asked to consider approval of these application forms on an emergency basis.

Mr. Cooper moved, seconded by Ms. Newton, approval of the new applications on an emergency basis. The motion carried unanimously.

Consideration for Approval for Public Comment: Proposed Open-Enrollment Public Charter School New Application and District Conversion or Limited Public Charter School New Application

Ark. Code Ann. § 6-23-201 & 301 require the State Board to adopt application forms for those wishing to apply for a charter to open an open-enrollment, district conversion, or limited public charter school. Board approval of these application forms for public comment was requested.

Ms. Mahony moved, seconded by Ms. Saviers, approval for public comment. The motion carried.

Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Public Charter Schools

Acts 987, 989 and 993 of 2011 significantly amended the Arkansas Charter Schools Act. Those statutory amendments, combined with the recent recommendations made to the State Board by the National Association of Charter School Authorizers, make it necessary to revise the current public charter school rules. Currently, the Department maintains two separate public charter school rules. One rule addresses open-enrollment and conversion public charter schools and the other addresses limited public charter schools. The Department recommended the current rules be repealed and replaced with a new rule that addresses open-enrollment, conversion, and limited public charter schools and requests the proposed rules be approved for public comment.

Ms. Ledbetter moved, seconded by Ms. Mahony, approval for public comment. The motion carried unanimously.

Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Public Charter Schools

The current rule pertaining to public charter schools should be repealed so that it can be replaced with a new public charter school rule that includes open-enrollment, conversion, and limited public charter schools. The Department requested the proposed repeal of these rules be approved for public comment.

Mr. Ledbetter moved, seconded by Dr. Mays, approval for public comment. The motion carried unanimously.

Consideration for Approval for Public Comment: Repeal of Current Arkansas Department of Education Rules Governing Limited Public Charter Schools

The current rule pertaining to limited public charter schools should be repealed so that it can be replaced by a new public charter school rule that includes open-enrollment, conversion, and limited public charter schools. The Department requested the proposed repeal of these rules be approved for public comment.

Mr. Ledbetter moved, seconded by Mr. Cooper, approval for public comment. The motion carried unanimously.

Consideration for Approval for Public Comment: Amend the Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools

The Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools, last approved by the State Board in 2007, need to be updated to be in accordance with applicable federal and state law. The Department requested the proposed rules be approved for public comment.

The Department has consulted with the State Board of Health and will continue that consultation before final approval.

Mr. Burrow moved, seconded by Dr. Mays, approve for public comment. The motion carried unanimously.

Public Comment: Dr. Charles Hopson, Superintendent of the Pulaski County Special School District

Dr. Hopson expressed appreciation to the State Board and the Department for the assistance provided the Pulaski County Special School District as it works through the challenges of fiscal distress. He acknowledged the work of his school board as they work together to address inequity in facilities. Dr. Hopson said the school board had distractions but he believed they could become a functioning board.

Ms. Mahony asked that testing in grades 1-2 and discussion of the economics course be placed on the agenda for the July meeting.

Adjournment

The meeting adjourned at 2 p.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
JUNE 30, 2011

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

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of May 31, 2011, State Foundation Funding payments paid for FY 10/11 totaled \$53,128,410 to LRSD, \$32,531,810 to NLRSD, and \$40,284,876 to PCSSD.
- B. As of May 31, 2011, the Magnet Operational Charge paid for FY 10/11 totaled \$13,709,593. The allotment for FY 10/11 was \$15,051,190.
- C. As of May 31, 2011, the M-to-M incentive checks paid for FY 10/11 totaled \$4,136,255 to LRSD, \$5,112,075 to NLRSD, and \$8,830,757 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets.
 - 1. 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.
 - 2. 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.
 - 3. In February 2011, General Finance made the second one-third payment to the Districts for their FY 10/11 transportation budget. As of February 28, 2011, transportation payments for FY 10/11 totaled \$2,708,736.66 to LRSD, \$1,020,436.26 to NLRSD, and \$1,810,218.30 to PCSSD.
- E. 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.
- F. In July 2010, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY10/11.
- G. In July 2010, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 10/11.

II. Monitoring Compensatory Education

On April 7, 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. There was discussion about the lawsuit from the Little Rock School District that accuses the state of violating the desegregation agreement by approving charter schools in Pulaski County. The ADE has asked U.S. District Judge Brian Miller to reject the Little Rock School District subpoena of information about students attending charter schools. An attorney for the ADE stated that the requested information could not be released because of Federal student privacy regulations. Judge Miller said that he would delay a decision about the subpoena until after his decision about whether or not the Pulaski County Special and North Little Rock districts should be given unitary status. A report released by Attorney General Dustin McDaniel stated that some of the desegregation funding provided to the Pulaski County Special and North Little Rock districts was placed in their general funds instead of being used for desegregation purposes. The financial records for the Little Rock School District are being analyzed. The 88th Arkansas General Assembly passed an act to provide oversight of and accountability for state desegregation funding received and expended by the Pulaski County school districts. The next Implementation Phase Working Group Meeting is scheduled for July 7, 2011 at 1:30 p.m. in room 201-A at the ADE.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

The ADE attorney is reviewing laws and regulations to look for any that may impede desegregation.

V. Commitment to Principles

On June 13, 2011, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of May.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On May 10, 2011, Dr. Charity Smith, ADE Assistant Commissioner for Academic Accountability, met in the Superintendent's office at the Pulaski County Special School District with Dr. Charles Hopson and Derrick Brown. She discussed ways to improve student proficiency and enhance data integrity. She also provided technical assistance on information that is available at various ADE websites.

On May 23, 2011, Shirley Fetherolf, ADE Program Advisor for Curriculum, Assessment and Research, presented "Technology Skills and the Common Core for School Librarians" at the Little Rock School District Technology Center. She discussed Act 1786 of 2003, The Public School Library Media Services and Technology Act. She also provided information on Common Core State Standards (CCSS), Partnership for Assessment of Readiness for College and Careers (PARCC), and teaching students to use the internet for research.

On June 13-25, 2011, the Arkansas Department of Education conducted a professional development workshop on teaching English Language Learners (ELLs) at the Holiday Inn Airport in Little Rock. Forty-one teachers from the Little Rock, North Little Rock and Pulaski County Special School Districts attended. The workshop included skill development in language acquisition, English as a Second Language (ESL) methodology/classroom strategies, assessing the ELL student, working with the cultural traditions of immigrant students, Civil Rights requirements, parental involvement, and core content modification.

VII. Test Validation

On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.

VIII. In-Service Training

On May 2, 2011, ADE staff provided Formative Assessment Instructional Facilitator Training at Meadowcliff Elementary School in the LRSD. A pre-observation video was presented. A classroom observation was done. Staff discussed tools that address formative assessment in the classroom and practiced them in the classroom setting. These tools help monitor progress of the students and include questions and observations. The classroom video was reviewed. Debriefing and professional development followed for the purpose of reflection and planning.

On May 16, 18 and 19, 2011, ADE staff provided professional development on Instructional Strategies to Support Inference Making at Jacksonville Elementary in the PCSSD. Grade level professional learning communities identified the role and impact of students' oral language, world knowledge, and strategic thinking when selecting appropriate instructional strategies for teaching inference making.

On May 23, 2011, ADE staff facilitated planning and preparation for Site-Based Observation with instructional facilitators and teachers at Pinewood Elementary School in the PCSSD.

On May 24, 2011, ADE staff conducted an Effective Literacy Site-Based Observation and professional development visit at Indian Hills Elementary in the NLRSD. A group of teachers that were in the same Effective Literacy group observed a member of their group giving instruction in the literacy block. The literacy block includes reading, word study, strategy based mini-lesson, guided reading group and writing workshop. The focus of the observation was to observe instruction that addressed the needs of the transitional level learner and the extent of implementation of learned strategies based on professional development received to date.

On May 24, 2011, ADE staff provided professional development on Lexile Framework and Instruction at Murrell Taylor Elementary in the PCSSD. Grade level professional learning communities were introduced to the Lexile Framework rationale, research, and online tools with a focus on alignment to currently employed assessment and leveling systems.

On May 25, 2011, ADE staff conducted an Effective Literacy Site-Based Observation and professional development visits at Pinewood Elementary in the PCSSD and Williams Magnet in the LRSD. A group of teachers that were in the same Effective Literacy group observed a member of their group giving instruction in the literacy block. The literacy block includes reading, word study, strategy based mini-lesson, guided reading group and writing workshop. The focus of the observation was to observe instruction that addressed the needs of the transitional level learner and the extent of implementation of learned strategies based on professional development received to date.

On May 26, 2011, ADE staff conducted an Effective Literacy Site-Based Observation and professional development visit at Murrell Taylor Elementary in the PCSSD. A group of teachers that were in the same Effective Literacy group observed a member of their group giving instruction in the literacy block. The literacy block includes reading, word study, strategy based mini-lesson, guided reading group and writing workshop. The focus of the observation was to observe instruction that addressed the needs of the transitional level learner and the extent of implementation of learned strategies based on professional development received to date.

VIII. In-Service Training (Continued)

On May 27, 2011, ADE staff facilitated planning for professional development at the Little Rock School District Administrative Office. Staff met with the literacy coordinator and lead teachers. Professional development for Early Literacy Learning in Arkansas (ELLA) and Effective Literacy will be provided to LRSD administrators for the purpose of building capacity within the district and supporting LRSD in its plan for job-embedded professional learning.

On May 27, 2011, ADE staff conducted an Effective Literacy Site-Based Observation and professional development visit at Geyer Springs Elementary in the LRSD. A group of teachers that were in the same Effective Literacy group observed a member of their group giving instruction in the literacy block. The literacy block includes reading, word study, strategy based mini-lesson, guided reading group and writing workshop. The focus of the observation was to observe instruction that addressed the needs of the transitional level learner and the extent of implementation of learned strategies based on professional development received to date.

On June 3, 2011, ADE staff conducted Instructional Facilitating training at Northwood Middle School in the PCSSD. The Unit Organizer and supportive tools were presented to Instructional Facilitators by ADE staff prior to this meeting. Also, the Northwood Instructional Facilitator had conducted and recorded a pre-conference with the classroom teacher. The other Instructional Facilitators along with the ADE supporting specialists viewed the recorded pre-conference video and discussed the focus of the classroom lesson. During the pre-conference, the Northwood Instructional Facilitator used the following tools with the teacher: Quality Learning Checklist, Quality Assessment Checklist, Specific Proficiency Checklist, Specific Proficiencies Form, Develop Guiding Questions, and the Unit Organizer. The team discussed the use of the tools and how they support the development of guiding questions, specific proficiencies, and selection of effective formative assessments that target the specific learning proficiencies. The team observed a classroom teacher as she used a Unit Organizer with her students. The team returned to the meeting room to analyze the data collected during the observation. The team discussed the use of the Unit Organizer as a review tool for students. ADE trainers suggested how the Quality Assessment Checklist and Specific Proficiency Checklist serve as rubrics when creating specific proficiencies from a guiding question and selecting assessments. The team discussed how the specific proficiencies the teacher had written aligned to the expectations of the Specific Proficiency Checklist.

IX. Recruitment of Minority Teachers

In May 2011, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.

In June 2011, 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.

X. *Financial Assistance to Minority Teacher Candidates*

Ms. Lisa Smith of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2010-2011 on April 11, 2011. 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	13	60,000	61	232,500	74	292,500
Black	1	3,000	9	28,500	10	31,500
Hispanic			1	3,000	1	3,000
Other			2	9,000	2	9,000
Totals	14	63,000	73	273,000	87	336,000

MTS	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	3	12,500	7	27,500	10	40,000
Asian			1	5,000	1	5,000
Native Amer			1	5,000	1	5,000
Totals	3	12,500	9	37,500	12	50,000

MMF	Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award
Black	1	3,750	8	21,250	9	25,000
Totals	1	3,750	8	21,250	9	25,000

XI. *Minority Recruitment of ADE Staff*

The MRC met on March 25, 2011 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 December 31, 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 December 31, 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 19.65% black.

XII. *School Construction*

This goal is completed. No additional reporting is required.

XIII. *Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff*

Goal completed as of June 1995.

XIV. *Scattered Site Housing*

This goal is completed. No additional reporting is required.

XV. *Standardized Test Selection to Determine Loan Forgiveness*

Goal completed as of March 2001.

XVI. *Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives*

On May 13, 2011, 2009, ADE staff conducted a district exit conference for the NLRSD to share the recommendations of the ECOE/ACSIP teams from the Cycle V desegregation monitoring visits that were held on May 11. ADE staff made the following suggestions: post all objectives in areas of the classroom where they can be easily read by adults/students; use Classroom Walk Throughs to establish a data record of engagement, differentiated instruction and high levels of questioning; hold Content Area and Activity teachers to the same standard as classroom teachers for high yield strategies and best practices; buildings should incorporate the use of perceptual data in their work to improve student achievement; guide schools to expand their use of data beyond the grade level meeting; model and monitor Professional Learning Community agendas so that all meetings include analysis of data; include a trend analysis of data to indicate the progression/regression of student scores; provide professional development and support for schools as they set up systems for progress monitoring of students and programs; differentiate professional development according to building needs; provide experiences with collaborative conversation around data; provide Root Cause Analysis training for buildings with high functioning Leadership Teams and much experience with data analysis; complete the Restructure Priority in the ACSIP; Scholastic Audit should be updated with evaluations in place and statements of progress; revisit Needs Assessments to include more specificity regarding how conclusions were drawn and interventions determined; encourage all buildings to look at Program Evaluation and include reports of progress within the evaluation action; include all types of data for evaluation.

On May 24, 2011, 2009, ADE staff conducted a district exit conference for the LRSD to share the recommendations of the ECOE/ACSIP teams from the Cycle V desegregation monitoring visits that were held on May 17. ADE staff made the following suggestions: post all objectives in areas of the classroom where they can be easily read by adults/students; use Classroom Walk Throughs to establish a data record of engagement, differentiated instruction and high levels of questioning; hold Content Area and Activity teachers to the same standard as classroom teachers for high yield strategies and best practices; use Classroom Walk Through data to progress monitor and report in ACSIP; guide schools to expand their use of data beyond the grade level meeting; model and monitor Professional Learning Community agendas so that all meetings include analysis of data; provide Root Cause Analysis training for buildings with high functioning Leadership Teams and much experience with data analysis; provide professional development and support for schools as they set up systems for progress monitoring of students and programs; differentiate professional development according to building needs; provide experiences with collaborative conversation around data; use Scholastic Audit results to help establish a focus and drive plans; complete the Restructure Priority in the ACSIP; staff conducting Peer Reviews of the plan should use the state provided checklist for school plans; Scholastic Audit Priority should be updated with evaluations in place and statements of progress; all buildings should look at Program Evaluation and include reports of progress within the evaluation action; include all types of data for evaluation purposes and include relevant data within data statements.

On June 1, 2011, ADE staff held an ACSIP Restructuring and Scholastic Audit Meeting with principals in PCSSD schools and district leadership. Action items for the meeting included Needs Assessment, Interventions, action steps of implementation, program evaluation, Corrective Action, Restructure, Scholastic Audit Priorities and Peer Review. ADE staff also did a review of the Jacksonville High School improvement plan and made suggestions for changes.

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 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 produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August, 2002, after school starts.

NEWLY EMPLOYED FOR THE PERIOD OF May 21, 2011– June 17, 2011

Jeff Dyer – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 06/06/11.

PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF May 21, 2011– June 17, 2011

*Michala Toney – from Administrative Specialist II, Grade C109, Division of Learning Services, Special Education, to Administrative Specialist II, Grade C109, Division of Academic Accountability, Equity, effective 06/13/11.
Lateral transfer

SEPARATIONS FOR THE PERIOD OF May 21, 2011– June 17, 2011

Nancy Acre – Public School Program Advisor, Grade C122, Division of Learning Services, Charter/Home Schools, effective 05/27/11. 3 Years, 1 month, 8 days. Code: 01

Philip Costner – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 06/16/11. 6 Years, 10 months, 16 days. Code: 01

Laura McDowell – Public School Program Coordinator, Grade C123, Division of Learning Services, Coordinated School Health, effective 06/10/11. 6 Years, 6 months, 3 days. Code: Retirement

Larry Russell – Public School Program Advisor, Grade C122, Division of Learning Services, Charter/Home Schools, effective 06/02/11. 3 Years, 1 month, 13 days. Code: 01

Deborah Woods – Public School Program Advisor, Grade C122, Division of Learning Services, Coordinated School Health, effective 06/10/11. 9 Years, 1 month, 23 days. Code: Retirement

*Minority

AASIS Code:

01 – Voluntary Termination
Retirement

Information from States for Grades 1 and 2 Assessments

	State	Contact Person	Phone	State Mandated Test Grades 1, 2 (Y/N)	Kind of Test (NRT or CRT)?	Which Instrument?	If not, what kind of assessment (if any) do they use	Comments
1	Alabama	Ms. Nannette Pence, Assessment Specialist	334-242-8038	No				left message with Sathea Washington; Dibels for Literacy-Nannette Pence
2	Alaska	Ms. Kerri Quinta	907-465-8436	No			ELPA for ESL only	http://www.eed.state.ak.us/tls/Assessment/dates/TestCalendarMatrix10_11.pdf
3	Arizona	Ms. Terry Doolan, Early Childhood/Assessment Specialist	602-542-1137	Grade 1-No; Grade 2-Yes	NRT	Standford 10 (Spring)		Terry Doolan
4	Arkansas	Susan Gray, Assessment Program Manager	501-682-4559	Yes	NRT	Iowa Test of Basic Skills		http://arkansased.org/testing/test_dates.html
5	California	John Boivin	916-319-0575	Grade 1-No; Grade 2-Yes		Standardized Test developed by California		Test will change when CC is implemented
6	Colorado	Anna Huffman	303-866-6929	No				only at 3,4,5,8,11, & 12
7	Connecticut	Cristi Alberino	860-713-6862	No				http://www.csde.state.ct.us/public/ceda/r/assessment/common/CMT-CAPT%20Skills_Checklist%20Trng_201112.pdf
8	Delaware	Jim Hertzog	302-735-4090	Yes for Grade 2	CRT Computerized test			Grade 2 test is to acclimate the students to using the computer for testing for the next years test.
9	Florida	Melissa Webster/Tom	850-245-0517	No				http://fcat.fldoe.org/
10	Georgia	Bobbie Babble	404-657-6168	No			Local Assessment Decisions	http://www.doe.k12.ga.us/DMGetDocument.aspx/Student%20Assessment%20Handbook%202010-2011.pdf?p=6CCC6799F8C1371F60BC67B9FB11B98598DD9EAB4B6AC63677E6F151E6D39BA07&Type=D

Information from States for Grades 1 and 2 Assessments

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11	Hawaii	Kent Hinton	808-733-4100	No				http://doe.k12.hi.us/news/100715hsa-avp/1%20HSA%20AYP%20Fact%20Sheet%202010.pdf
12	Idaho	Bert Stoneberg	208-332-6824	No				http://www.sde.idaho.gov/site/assessment/
13	Illinois	Dr. Dennis Goedeke	217-782-4823	No				There are no state-mandated tests for kindergarten or first grade. Everything starts in grade 3. If we need any other information on testing, we can go to www.isbe.net/assessment .
14	Indiana	Michelle Walker	317-232-9051	No				
15	Iowa	Tom Deeters	515-281-3436	No			Local Assessment Decisions	K Dibels, all other local developed assessments
16	Kansas	Dr. Cheryl Randall	785-633-4752	Grade 1-No Grade 2-Yes for Math	CRT	Kansas Math Assessment	As a best practice, they recommend a list of assessments. They also encourage districts to test between K-1 and 1-2.	http://www.ksde.org/Default.aspx?tabid=156
17	Kentucky	Joy Barr	502-564-9853	No			They are in the process of looking at a K-1-2 assessment. They recommend classes to prepare.	
18	Louisiana	Leslie Lightbourne	225-342-1308	No				http://www.doe.state.la.us/testing/

Information from States for Grades 1 and 2 Assessments

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19	Maine	Dan Hupp	207-624-6827	NO			They are a local control state. They do not have any state mandated testing until grade 3 because of federal legislation.	
20	Maryland	Janet Bagsby	410-767-0600	No				
21	Massachusetts	Virginia Crocker	781-338-3678	No				http://www.doe.mass.edu/mcas/cal.html
22	Michigan	Kaylee Keppler	517-373-0048	Yes	Criterion-Referenced Test based on Michigan's English Language Proficiency Standards	English Language Proficiency Assessment (ELPA)		English Language Learner students are those who are eligible for Limited English Proficient (LEP) Services
23	Minnesota	Avisia Whiteman	651-582-8397	No				http://education.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA/index.html
24	Mississippi	Jan Kirkland-Hogue, Assessment - K-3 Universal Screener (CPAA) & MS Writing Assessment Program	601-359-5115	No				Only has a screener

Information from States for Grades 1 and 2 Assessments

	State	Contact Person	Phone	State Mandated Test Grades 1, 2 (Y/N)	Kind of Test (NRT or CRT)?	Which Instrument?	If not, what kind of assessment (if any) do they use	Comments
25	Missouri	Jane VandeZande; Bill Gerling - Asst Dir quality Assurance Grade Level and EOC assessment	573-751-4267	No				Districts may have local assessments
26	Montana	Karen Richem, Assessment Specialist	406-444-0748	No				Some districts test, using a variety of test. These are not reported to the state.
27	Nebraska	John Moon, Testing Project Mgr / Ted Larsen, NAEP Coordinator	402-471-1685/402-471-2959	No				Some districts test, using a variety of test. These are not reported to the state.
28	Nevada	Melissa Swann	775-687-9186	No				http://www.doe.nv.gov/Assessment/NevadaTestingCalendar2011-2012.pdf
29	New Hampshire	Deb Whithwell	603-271-3494	No				http://www.education.nh.gov/instruction/assessment/nheiap/index.htm
30	New Jersey	Dr. Don White	609-777-2051	No				Local decision for districts for early literacy assessment through grants.
31	New Mexico	Brenda Kofahl	505-827-6627	No				New Mexico is in the process of researching what other states are using. They are reviewing the STEP from University of Chicago
32	New York	Carolyn Trombe, State Assessment Specialist	518-474-8220	No				Only for ESL students

Information from States for Grades 1 and 2 Assessments

	State	Contact Person	Phone	State Mandated Test Grades 1, 2 (Y/N)	Kind of Test (NRT or CRT)?	Which Instrument?	If not, what kind of assessment (if any) do they use	Comments
33	North Carolina	Tom Field, Educational Testing/Accountability Consultant - Spoke to Nancy Carolan	919.807.4160/ 919.807.4160	No				Local districts must administer ongoing assessment through the school year for K-2 students. Districts must document results and also provide a summative evaluation at the end of the year.
34	North Dakota	Connie Mittlieder, NDSA Testing Coordinator/Spoke to Gwen Marbeck	701.328.2755/ 701.328.2260	No			Required in grades K or 1 - informal assessment such as Dibels, AIMS Web	Left a message for Connie Mittlieder
35	Ohio	Lisa Usselman, Consultant, Office of Early Learning and School Readiness	614-644-0628	No			Criteria for Ohio Short Screening, and Diagnostic Screening on website	Legislation was passed requiring diagnostic assessment in reading and math annually. If a district meets AYP, the local district determines which assessment they use. If a district does not meet AYP, the district must use the Ohio screening tools.

Information from States for Grades 1 and 2 Assessments

	State	Contact Person	Phone	State Mandated Test Grades 1, 2 (Y/N)	Kind of Test (NRT or CRT)?	Which Instrument?	If not, what kind of assessment (if any) do they use	Comments
36	Oklahoma	Erin Nation	405-521-3346	No			Dynamic Indicators of Basic Early Literacy Skills (DIBELS) – Appendix A Literacy First Battery of Screening Instruments as recommended by the Oklahoma Commission for Teacher Preparation (OCTP) – Appendix B Phonological Awareness Skill Test (PAST) Literacy First Phonics Assessment Curriculum Based Measurement (CBM) Oral Reading Fluency Basic Early Assessment of Reading (BEAR) – Appendix C	Left a message for Erin Nation - First-, Second-, and Third-Grade Students Each student enrolled in first, second, and third grade of the public schools of this state shall be assessed at the beginning of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills, including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension. Throughout the year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determined reading success.
37	Oregon	Nancy Johnson Dorn	503-947-5703	No				http://www.ode.state.or.us/teachlearn/standards/contentperformance/asmtachstdsummary1011.pdf
38	Pennsylvania	Craig Weller	717-787-7234- wrong number 717.787.4234	No			Local control state - all Grades 1 and 2 assessments are given by districts and are chosen by districts	

Information from States for Grades 1 and 2 Assessments

	State	Contact Person	Phone	State Mandated Test Grades 1, 2 (Y/N)	Kind of Test (NRT or CRT)?	Which Instrument?	If not, what kind of assessment (if any) do they use	Comments
39	Rhode Island	Michele Palermo - Spoke to Christina Clement	401-222-8941	No			Participation in the Developmental Reading Assessment (DRA) is required for those schools that will not administer the grade 3 NECAP reading assessment in October School Configuration Accountability Grade DRA K - 1 1 Yes K K Yes	Left message for Michele Palermo, Courtney Reed 401.222.4698, Karen Pucharelli 401.222.8955
40	South Carolina	Susan Creighton	803-734-8298	No				http://ed.sc.gov/agency/Accountability/Assessment/index.html
41	South Dakota	Viki Crichton	605-773-8193	No				
42	Tennessee	Mike Ricker	615-741-0720	No				
43	Texas	Kathy Park	512-463-5247	No				
44	Utah	Jennie Defriez	801-538-7949	No-Math, Grade 1 & 2 for Reading	DIBELS			http://www.schools.utah.gov/assessment/Criterion-Referenced-Tests.aspx
45	Vermont	Mary Minardo	802-828-5410	No				web site Dibels reading Gr 1 and 2
46	Virginia	Shelly Loving Ryder	804-225-2102	No				
47	Washington	Dana Ziembra	360-725-6032	No				http://www.k12.wa.us/assessment/StateTesting/default.aspx
48	West Virginia	Clayton Burch	1-304-558-5325	No				
49	Wisconsin	Jill Hagland	(608) 267-9625	No				Used web site
50	Wyoming	Jillian Balow/Bill Herrera	1-307-777-6132	Yes	MAP			Norm referencing capability
51	District of Columbia	Richard Powers	1-202-442-5139	No				Used web site



Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8

Adopted 2009

A position statement of the National Association for the Education of Young Children

The purpose of this position statement is to promote excellence in early childhood education by providing a framework for best practice. Grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness, the framework outlines practice that promotes young children's optimal learning and development. Since its first adoption in 1986, this framework has been known as *developmentally appropriate practice*.¹

The profession's responsibility to promote quality in the care and education of young children compels us to revisit regularly the validity and currency of our core knowledge and positions, such as this one on issues of practice. Does the position need modification in light of a changed context? Is there new knowledge to inform the statement? Are there aspects of the existing statement that have given rise to misunderstandings and misconceptions that need correcting?

Over the several years spent in developing this revision, NAEYC invited the comment of early childhood educators with experience and expertise from infancy to the primary grades, including

a late 2006 convening of respected leaders in the field. The result of this broad gathering of views is this updated position statement, which addresses the current context and the relevant knowledge base for developmentally appropriate practice and seeks to convey the nature of such practice clearly and usefully.

This statement is intended to complement NAEYC's other position statements on practice, which include *Early Learning Standards* and *Early Childhood Curriculum, Assessment, and Program Evaluation*, as well as the *Code of Ethical Conduct* and *NAEYC Early Childhood Program Standards and Accreditation Criteria*.²

Note: Throughout this statement, the terms *teacher*, *practitioner*, and *educator* are variously used to refer to those working in the early childhood field. The word *teacher* is always intended to refer to any adult responsible for the direct care and education of a group of children in any early childhood setting. Included are not only classroom teachers but also infant/toddler caregivers, family child care providers, and specialists in other disciplines who fulfill the role of teacher. In more instances, the term *practitioners* is intended to also include a program's administrators. *Educators* is intended to also include college and university faculty and other teacher trainers.

Critical issues in the current context

Since the 1996 version of this position statement, the landscape of early childhood education in the United States has changed significantly and a number of issues have grown in importance. Shortage of good care for children in the highly vulnerable infant and toddler years has become critical.³ Issues of home language and culture, second language learning, and school culture have increased with the steady growth in the number of immigrant families and children in our population.⁴ In addition, far more children with special needs (including those with disabilities, those at risk for disabilities, and those with challenging behaviors) participate in typical early childhood settings today than in the past.⁵ As for teachers, the nation continues to struggle to develop and maintain a qualified teaching force.⁶ This difficulty is especially acute in the underfunded early childhood arena, especially the child care sector, which is losing well prepared teaching staff and administrators at an alarming rate.⁷

Looking forward, demographic trends predict a modest growth in the number of young children in the population, significant increases in the demand for early care and education, dramatic increases in children's cultural and linguistic diversity, and unless conditions change, a greater share of children living in poverty. Among these, the biggest single child-specific demographic change in the United States over the next 20 years is predicted to be an increase in children whose home language is not English.⁸

Also significant is that policy makers and the public are far more aware of the importance of the early childhood years in shaping children's futures. Based on this widespread recognition and the context of early childhood education today, it was decided this statement would highlight three challenges: reducing learning gaps and increasing the achievement of all children; creating improved, better connected education for preschool and elementary children; and recognizing teacher knowledge and decision making as vital to educational effectiveness.

Reducing learning gaps and increasing the achievement of all children

All families, educators, and the larger society hope that children will achieve in school and go on to lead satisfying and productive lives. But

that optimistic future is not equally likely for all of the nation's schoolchildren. Most disturbing, low-income and African American and Hispanic students lag significantly behind their peers on standardized comparisons of academic achievement throughout the school years, and they experience more difficulties while in the school setting.⁹

Behind these disparities in school-related performance lie dramatic differences in children's early experiences and access to good programs and schools. Often there is also a mismatch between the "school" culture and children's cultural backgrounds.¹⁰ A prime difference in children's early experience is in their exposure to language, which is fundamental in literacy development and indeed in all areas of thinking and learning. On average, children growing up in low-income families have dramatically less rich experience with language in their homes than do middle-class children.¹¹ They hear far fewer words and are engaged in fewer extended conversations. By 36 months of age, substantial socioeconomic disparities already exist in vocabulary knowledge,¹² to name one area.

Children from families living in poverty or in households in which parent education is low typically enter school with lower levels of foundational skills, such as those in language, reading, and mathematics.¹³ On starting kindergarten, children in the lowest socioeconomic group have average cognitive scores that are 60 percent below those of the most affluent group. Explained largely by socioeconomic differences among ethnic groups, average math achievement is 21 percent lower for African American children than for white children and 19 percent lower for Hispanic children than for non-Hispanic white children.¹⁴ Moreover, due to deep-seated equity issues present in communities and schools, such early achievement gaps tend to *increase* rather than diminish over time.¹⁵

Concerns over the persistence of achievement gaps between subgroups are part of a larger concern about lagging student achievement in the United States and its impact on American economic competitiveness in an increasingly global economy. In comparisons with students of other industrialized countries, for example, America's students have not consistently fared well on tests of educational achievement.¹⁶

It is these worries that drive the powerful “standards/accountability” movement. Among the movement’s most far-reaching actions has been the 2001 passing of No Child Left Behind (NCLB), which made it national policy to hold schools accountable for eliminating the persistent gaps in achievement between different groups of children. With the aim of ensuring educational equity, the law requires the reporting of scores disaggregated by student group; that is, reported separately for the economically disadvantaged, major racial and ethnic minorities, special education recipients, and English language learners.¹⁷ By requiring the reporting of achievement by student group and requiring all groups to make achievement gains annually, NCLB seeks to make schools accountable for teaching *all* their students effectively.

Whether NCLB and similar “accountability” mandates can deliver that result is hotly debated, and many critics argue that the mandates have unintended negative consequences for children, teachers, and schools, including narrowing the curriculum and testing too much and in the wrong ways. Yet the majority of Americans support the movement’s stated goals,¹⁸ among them that *all* children should be achieving at high levels.¹⁹ This public support—for the goals, if not the methods—can be viewed as a demand that educators do something to improve student achievement and close the gaps that all agree are damaging many children’s future prospects and wasting their potential.

Learning standards and accountability policies have impinged directly on public education from grade K and up, and they are of growing relevance to preschool education, as well. As of 2007, more than three-quarters of the states had some sort of early learning standards—that is, standards for the years before kindergarten—and the remaining states had begun developing them.²⁰ Head Start has put in place a “child outcomes framework,” which identifies learning expectations in eight domains.²¹ National reports and public policy statements have supported the creation of standards-based curriculum as part of a broader effort to build children’s school readiness by improving teaching and learning in the early years.²² For its part, NAEYC has position statements defining the features of high-quality early learning standards, curriculum, and assessment.²³

So we must close existing learning gaps and enable all children to succeed at higher levels—but *how*? While this question is not a new one, in the current context it is the focus of increased attention. As later outlined in “Applying New Knowledge to Critical Issues,” accumulating evidence and innovations in practice now provide guidance as to the knowledge and abilities that teachers must work especially hard to foster in young children, as well as information on how teachers can do so.

Creating improved, better connected education for preschool and elementary children

For many years, preschool education and elementary education—each with its own funding sources, infrastructure, values, and traditions—have remained largely separate. In fact, the education establishment typically has not thought of preschool as a full-fledged part of American public education. Among the chief reasons for this view is that preschool is neither universally funded by the public nor mandatory.²⁴ Moreover, preschool programs exist within a patchwork quilt of sponsorship and delivery systems and widely varying teacher credentials. Many programs came into being primarily to offer child care for parents who worked. In recent years, however, preschool’s educational purpose and potential have been increasingly recognized, and this recognition contributes to the blurring of the preschool-elementary boundary. The two spheres now have substantial reasons to strive for greater continuity and collaboration.

One impetus is that mandated accountability requirements, particularly third grade testing, exert pressures on schools and teachers at K–2,²⁵ who in turn look to teachers of younger children to help prepare students to demonstrate the required proficiencies later. A related factor is the growth of state-funded prekindergarten, located in schools or other community settings, which collectively serves more than a million 3- and 4-year-olds. Millions more children are in Head Start programs and child care programs that meet state prekindergarten requirements and receive state preK dollars. Head Start, serving more than 900,000 children nationwide, is now required to coordinate with the public schools at the state level.²⁶ Title I dollars support preschool education and services for some 300,000 children. Nationally, about 35

percent of all 4-year-olds are in publicly supported prekindergarten programs.²⁷

For its part, the world of early care and education stands to gain in some respects from a closer relationship with the K–12 system. Given the shortage of affordable, high-quality programs for children under 5 and the low compensation for those staff, advocates see potential benefits to having more 4-year-olds, and perhaps even 3-year-olds, receive services in publicly funded schooling. Proponents also hope that a closer relationship between early-years education and the elementary grades would lead to enhanced alignment and each sphere's learning from the other,²⁸ thus resulting in greater continuity and coherence across the preK–3 span.

At the same time, however, preschool educators have some fears about the prospect of the K–12 system absorbing or radically reshaping education for 3-, 4-, and 5-year-olds, especially at a time when pressures in public schooling are intense and often run counter to the needs of young children. Many early childhood educators are already quite concerned about the current climate of increased high-stakes testing adversely affecting children in grades K–3, and they fear extension of these effects to even younger children. Even learning standards, though generally supported in principle in the early childhood world,²⁹ are sometimes questioned in practice because they can have negative effects.

Early learning standards are still relatively new, having been mandated by Good Start, Grow Smart in 2002 for the domains of language, literacy, and mathematics. While some states have taken a fairly comprehensive approach across the domains of learning and development, others focus heavily on the mandated areas, particularly literacy. When state standards are not comprehensive, the curriculum driven by those standards is less likely to be so, and any alignment will likely address only those few curriculum areas identified in the standards.

Such narrowing of curriculum scope is one shortcoming that can characterize a set of standards; there can be other deficiencies, too. To be most beneficial for children, standards need to be not only comprehensive but also address what is important for children to know and be able to do; be aligned across developmental stages and age/grade levels; and be consistent with how children develop and learn. Unfortunately, many state stan-

dards focus on superficial learning objectives, at times underestimating young children's competence and at other times requiring understandings and tasks that young children cannot really grasp until they are older.³⁰ There is also growing concern that most assessments of children's knowledge are exclusively in English, thereby missing important knowledge a child may have but cannot express in English.³¹

Alignment is desirable, indeed critical, for standards to be effective. Yet effective alignment consists of more than simplifying for a younger age group the standards appropriate for older children. Rather than relying on such downward mapping, developers of early learning standards should base them on what we know from research and practice about children from a variety of backgrounds at a given stage/age and about the processes, sequences, variations, and long-term consequences of early learning and development.³²

As for state-to-state alignment, the current situation is chaotic. Although discussion about establishing some kind of national standards framework is gaining momentum, there is no common set of standards at present. Consequently, publishers competing in the marketplace try to develop curriculum and textbooks that address the standards of all the states. Then teachers feel compelled to cover this large array of topics, teaching each only briefly and often superficially. When such curriculum and materials are in use, children move through the grades encountering a given topic in grade after grade—but only shallowly each time—rather than getting depth and focus on a smaller number of key learning goals and being able to master these before moving on.³³

Standards overload is overwhelming to teachers and children alike and can lead to potentially problematic teaching practices. At the preschool and K–3 levels particularly, practices of concern include excessive lecturing to the whole group, fragmented teaching of discrete objectives, and insistence that teachers follow rigid, tightly paced schedules. There is also concern that schools are curtailing valuable experiences such as problem solving, rich play, collaboration with peers, opportunities for emotional and social development, outdoor/physical activity, and the arts. In the high-pressure classroom, children are less likely to develop a love of learning and a sense of their own competence and ability to make choices, and

they miss much of the joy and expansive learning of childhood.³⁴

Educators across the whole preschool-primary spectrum have perspectives and strengths to bring to a closer collaboration and ongoing dialogue. The point of bringing the two worlds together is *not* for children to learn primary grade skills at an earlier age; it is for their teachers to take the first steps together to ensure that young children develop and learn, to be able to acquire such skills and understandings as they progress in school.

The growing knowledge base can shed light on what an exchanging of best practices might look like,³⁵ as noted later in “Applying New Knowledge to Critical Issues.” Through increased communication and collaboration, both worlds can learn much that can contribute to improving the educational experiences of *all* young children and to making those experiences more coherent.

Recognizing teacher knowledge and decision making as vital to educational effectiveness

The standards/accountability movement has led to states and other stakeholders spelling out what children should know and be able to do at various grade levels. Swift improvement in student achievement across all student subgroups has been demanded. Under that mandate, many policy makers and administrators understandably gravitate toward tools and strategies intended to expedite the education enterprise, including “teacher proofing” curriculum, lessons, and schedules. As a result, in some states and districts, teachers in publicly funded early childhood settings report that they are allowed far less scope in classroom decision making than they were in the past,³⁶ in some cases getting little to no say in the selection of curriculum and assessments or even in their use of classroom time.

How much directing and scaffolding of teachers’ work is helpful, and how much teacher autonomy is necessary to provide the best teaching and learning for children? The answer undoubtedly varies with differences among administrators and teachers themselves and the contexts in which they work.

A great many school administrators (elementary principals, superintendents, district staff) lack

a background in early childhood education, and their limited knowledge of young children’s development and learning means they are not always aware of what is and is not good practice with children at that age. Teachers who have studied how young children learn and develop and effective ways of teaching them are more likely to have this specialized knowledge. Moreover, it is the teacher who is in the classroom every day with children. So it is the teacher (not administrators or curriculum specialists) who is in the best position to know the particular children in that classroom—their interests and experiences, what they excel in and what they struggle with, what they are eager and ready to learn. Without this particular knowledge, determining what is best for those children’s learning, as a group and individually, is impossible.

But it must be said that many teachers themselves lack the current knowledge and skills needed to provide high-quality care and education to young children, at least in some components of the curriculum. Many factors contribute, including the lack of a standard entry-level credential, wide variation in program settings and auspices, low compensation, and high turnover.³⁷ With workforce parameters such as these, is it reasonable to expect that every teacher in a classroom today is capable of fully meeting the challenges of providing high-quality early care and education?

Expert decision making lies at the heart of effective teaching. The acts of teaching and learning are too complex and individual to prescribe a teacher’s every move in advance. Children benefit most from teachers who have the skills, knowledge, and judgment to make good decisions and are given the opportunity to use them.

Recognizing that effective teachers are good decision makers, however, does not mean that they should be expected to make all decisions in isolation. Teachers are not well served when they are stranded without the resources, tools, and supports necessary to make sound instructional decisions, and of course children’s learning suffers as well.

Ideally, well conceived standards or learning goals (as described previously) are in place to guide local schools and programs in choosing or developing comprehensive, appropriate curriculum. The curriculum framework is a starting place, then teachers can use their expertise to make adaptations as needed to optimize the fit with the

children. Further, such curricular guidance gives teachers some direction in providing the materials, learning experiences, and teaching strategies that promote learning goals most effectively, allowing them to focus on instructional decision making without having to generate the entire curriculum themselves.

Even well qualified teachers find it challenging to create from scratch a comprehensive curriculum that addresses all the required standards and important learning goals, as well as designing the assessment methods and learning experiences. This daunting task is even less realistic for those teachers with minimal preparation. Hence, there is value in providing teachers a validated curriculum

framework and related professional development, as long as teachers have the opportunity to make individual adaptations for the diversity of children they teach.³⁸

That good teaching requires expert decision making means that teachers need solid professional preparation, as well as ongoing professional development and regular opportunities to work collaboratively.³⁹ Since this level of preparation and training does not yet exist for many in the early childhood workforce, the question of how best to equip and support inadequately prepared teachers needs serious investigation. Research on critical factors in good teaching, as described in the next section of this statement, has powerful lessons to offer.

Applying new knowledge to critical issues

Fortunately, a continually expanding early childhood knowledge base enables the field to refine, redirect, or confirm understandings of best practice. The whole of the present position statement reflects fresh evidence of recent years and the perspectives and priorities emerging from these findings. This section looks within that mass of new knowledge to a few lines of research specifically helpful in addressing the three critical issues for the field identified in this position statement.

First, new findings hold promise for reducing learning gaps and barriers and increasing the achievement of all children. More is now known about which early social and emotional, cognitive, physical, and academic competencies enable young children to develop and learn to their full potential. Such findings are useful in determining curriculum content and sequences for all children. But they are especially important in helping those children most likely to begin school with lower levels of the foundational skills needed to succeed and most likely to fall farther behind with time—among whom children of color, children growing up in poverty, and English language learners are overrepresented. Another key aspect is ensuring that children who have learning difficulties or disabilities receive the early intervention services they need to learn and function well in the classroom.

Research continues to confirm the greater efficacy of early action—and in some cases, intensive

intervention—as compared with remediation and other “too little” or “too late” approaches. Changing young children’s experiences can substantially affect their development and learning, especially when intervention starts early in life and is not an isolated action but a broad-gauged set of strategies.⁴⁰ For example, Early Head Start, a comprehensive two-generational program for children under age 3 and their families, has been shown to promote cognitive, language, and social and emotional development.⁴¹ The success of Early Head Start illustrates that high-quality services for infants and toddlers—far too rare in the United States today—have a long-lasting and positive impact on children’s development, learning abilities, and capacity to regulate their emotions.⁴²

Although high-quality preschool programs benefit children (particularly low-income children) more than mediocre or poor programs do,⁴³ fewer children living in poverty get to attend high-quality preschool programs than do children from higher-income households.⁴⁴ Findings on the impact of teaching quality in the early grades show a similar pattern.⁴⁵ In addition to this relationship of overall program and school quality to later school success, research has identified a number of specific predictors of later achievement. Some of these predictors lie in language/literacy and mathematics; others are dimensions of social and emotional competence and cognitive functioning related to how children fare in school.

In the language and literacy domain, vocabulary knowledge and other aspects of oral language are particularly important predictors of children's reading comprehension.⁴⁶ Even when children with limited vocabulary manage to acquire basic decoding skills, they still often encounter difficulty around grade 3 or 4 when they begin needing to read more advanced text in various subjects.⁴⁷ Their vocabulary deficit impedes comprehension and thus their acquisition of knowledge necessary to succeed across the curriculum.⁴⁸ Clearly, children who hear little or no English in the home would have even more initial difficulty with comprehension in English.

To shrink the achievement gap, then, early childhood programs need to start early with proactive vocabulary development to bring young children whose vocabulary and oral language development is lagging—whatever the causes—closer to the developmental trajectory typical of children from educated, affluent families.⁴⁹ For these children to gain the vocabulary and the advanced linguistic structures they will need for elementary grade reading, their teachers need to engage them in language interactions throughout the day, including reading to them in small groups and talking with them about the stories. Especially rich in linguistic payoff is extended discourse; that is, conversation between child and adult on a given topic sustained over many exchanges.⁵⁰

Compelling evidence has shown that young children's alphabet knowledge and phonological awareness are significant predictors of their later proficiency in reading and writing.⁵¹ A decade ago, many preschool teachers did not perceive it as their role—or even see it as appropriate—to launch young children on early steps toward literacy, including familiarizing them with the world of print and the sounds of language. The early childhood profession now recognizes that gaining literacy foundations is an important facet of children's experience before kindergarten,⁵² although the early literacy component still needs substantial improvement in many classrooms.

Like the teaching of early literacy, mathematics education in the early childhood years is key to increasing all children's school readiness and to closing the achievement gap.⁵³ Within the mathematics arena, preschoolers' knowledge of numbers and their sequence, for example, strongly predicts not only math learning but also literacy

skills.⁵⁴ Yet mathematics typically gets very little attention before kindergarten.⁵⁵ One reason is that early childhood teachers themselves often lack the skills and confidence to substantially and effectively increase their attention to mathematics in the curriculum.⁵⁶

Mathematics and literacy concepts and skills—and, indeed, robust content *across* the curriculum—can be taught to young children in ways that are engaging and developmentally appropriate.⁵⁷ It can be, but too often isn't; to achieve such improvements will require considerable strengthening of early-years curriculum and teaching. Failing to meet this challenge to improve all children's readiness and achievement will perpetuate the inequities of achievement gaps and the low performance of the U.S. student population as a whole.

Besides specific predictors in areas such as mathematics and literacy, another major thread in recent research is that children's social and emotional competencies, as well as some capabilities that cut across social and emotional and cognitive functioning, predict their classroom functioning. Of course, children's social, emotional, and behavioral adjustment is important in its own right, both in and out of the classroom. But it now appears that some variables in these domains also relate to and predict school success. For example, studies have linked emotional competence to both enhanced cognitive performance and academic achievement.⁵⁸ A number of factors in the emotional and social domain, such as independence, responsibility, self-regulation, and cooperation, predict how well children make the transition to school and how they fare in the early grades.⁵⁹

A particularly powerful variable is self-regulation, which the early childhood field has long emphasized as a prime developmental goal for the early years.⁶⁰ Mounting research evidence confirms this importance, indicating that self-regulation in young children predicts their later functioning in areas such as problem solving, planning, focused attention, and metacognition, and thus contributes to their success as learners.⁶¹ Moreover, helping children from difficult life circumstances to develop strong self-regulation has proven to be both feasible and influential in preparing them to succeed in school.⁶²

The gains children make as a result of high-quality programs for children under 6 have been

found to diminish in a few years if children do not continue to experience high-quality education in grades K–3.⁶³ This consistent finding makes clear the importance of improving quality and continuity all along the birth–8 continuum. As previously described, critical to developing a better connected, more coherent preschool–elementary framework is aligning standards, curriculum, and assessment practices within that continuum.⁶⁴ (Ideally, such a framework would extend to infant and toddler care as well.)

Further, educators and researchers are beginning to consider how to unite the most important and effective elements of preschool education with those of K–3.⁶⁵ In this search for the “best of both worlds,” policy makers and educators can look to the expanding body of knowledge on the aspects of early learning and development that enable children to do well in school and the practices that should be more prevalent across the entire preK–3 span.⁶⁶

First, research evidence on the predictors of successful outcomes for children (highlighted earlier) suggests a number of learning goals and experiences that in some form ought to be incorporated across preK–3. These include, for example, robust curriculum content; careful attention to known learning sequences (in literacy, mathematics, science, physical education, and other domains); and emphasis on developing children’s self-regulation, engagement, and focused attention. Also proven to yield positive results for children are practices familiar to early childhood educators, such as relationship-based teaching and learning; partnering with families; adapting teaching for children from different backgrounds and for individual children; active, meaningful, and connected learning;⁶⁷ and smaller class sizes.⁶⁸ Evidence of the benefits of these practices suggests that they should be extended more widely into the elementary grades.

A second source of knowledge about effectively connecting education across the preschool–grade 3 span comes from educational innovations now being piloted. Schools that encompass these grades and thoughtfully consider how to increase continuity, alignment, and coherence are emerging around the country, and some are being studied by researchers.⁶⁹

Expansion of P–16 or P–20 commissions around the country, although not yet giving much attention to prekindergarten,⁷⁰ provides one vehicle for the conversations about continuity that

need to take place. While there are entrenched practices and structures separating preschool and K–3 education, the current forces noted here provide considerable impetus and opportunity to achieve stronger, more coordinated preK–3 education.

The importance of teachers to high-quality early education, indeed to all of education, cannot be overemphasized. Although wise administrative and curricular decisions made upstream from the individual teacher significantly affect what goes on in the classroom, they are far from ensuring children’s learning. Research indicates that the most powerful influences on whether and what children learn occur in the teacher’s interactions with them, in the real-time decisions the teacher makes throughout the day.⁷¹ Thus, no educational strategy that fails to recognize the centrality of the teacher’s decisions and actions can be successful.

It is the teacher’s classroom plans and organization, sensitivity and responsiveness to all the children, and moment-to-moment interactions with them that have the greatest impact on children’s development and learning.⁷² The way teachers design learning experiences, how they engage children and respond to them, how they adapt their teaching and interactions to children’s background, the feedback they give—these matter greatly in children’s learning. And none can be fully determined in advance and laid out in a curriculum product or set of lesson plans that every teacher is to follow without deviation. Teachers will always have moment-to-moment decisions to make.

To make these decisions with well-grounded intentionality, teachers need to have knowledge about child development and learning in general, about the individual children in their classrooms, and about the sequences in which a domain’s specific concepts and skills are learned. Teachers also need to have at the ready a well developed repertoire of teaching strategies to employ for different purposes.⁷³

Directly following from this first lesson is a second: the imperative to make developing teacher quality and effectiveness a top priority. This investment must include excellent preservice preparation, ongoing professional development, and on-the-ground support and mentoring. For example, good curriculum resources are helpful when they specify the key skills and concepts for children and provide a degree of teaching guidance, but

without overscripting. New or inadequately trained teachers and those encountering a new curriculum or set of standards may be particularly in need of such scaffolding.⁷⁴

Another valuable form of scaffolding for teachers is interaction with mentors and peers. Meeting the needs of diverse learners and helping all children to develop and learn require significant time for teachers to collaborate with colleagues, discuss and observe best practices, and participate in meaningful professional development. Most teachers, including novice teachers, get too little

time for such activities. While providing time and opportunity for teachers to do these things can be very challenging for administrators, it is critical.⁷⁵

To act on this second “lesson”—the imperative to make teaching quality and effectiveness a top priority—means changing what happens in the classroom. But it also means establishing policies and committing public funds at the federal, state, and local levels, as described in “Policy Considerations,” the concluding section of this position statement.

Core considerations in developmentally appropriate practice

Every day, early childhood practitioners make a great many decisions, both long-term and short-term. As they do so, they need to keep in mind the identified goals for children’s learning and development and be intentional in helping children achieve these goals. The core of developmentally appropriate practice lies in this intentionality, in the knowledge that practitioners consider when they are making decisions, and in their always aiming for goals that are both challenging and achievable for children.

Knowledge to consider in making decisions

In all aspects of their work with children, early childhood practitioners must consider these three areas of knowledge:

1. What is known about child development and learning—referring to knowledge of age-related characteristics that permits general predictions about what experiences are likely to best promote children’s learning and development.

Teachers who are knowledgeable about child development and learning are able to make broad predictions about what children of a particular age group typically will be like, what they typically will and will not be capable of, and what strategies and approaches will most likely promote their optimal learning and development. With this knowledge, teachers can make preliminary decisions with some confidence about environment, materials, interactions, and activities. At the same time, their knowledge also tells them that specific groups of children

and the individual children in any group always will be the same in some ways but different in others.

2. What is known about each child as an individual—referring to what practitioners learn about each child that has implications for how best to adapt and be responsive to that individual variation.

To be effective, teachers must get to know each child in the group well. They do this using a variety of methods—such as observation, clinical interview (an extended dialogue in which the adult seeks to discern the child’s concepts or strategies), examination of children’s work, individual child assessments, and talking with families. From the information and insights gathered, teachers make plans and adjustments to promote each child’s individual development and learning as fully as possible. Developmental variation among children is the norm, and any one child’s progress also will vary across domains and disciplines, contexts, and time. Children differ in many other respects, too—including in their strengths, interests, and preferences; personalities and approaches to learning; and knowledge, skills, and abilities based on prior experiences. Children may also have special learning needs; sometimes these have been diagnosed and sometimes they have not. Among the factors that teachers need to consider as they seek to optimize a child’s school adjustment and learning are circumstances such as living in poverty or homelessness, having to move frequently, and other challenging situations. Responding to each child as an individual is fundamental to developmentally appropriate practice.

3. What is known about the social and cultural contexts in which children live—referring to the values, expectations, and behavioral and linguistic conventions that shape children’s lives at home and in their communities that practitioners must strive to understand in order to ensure that learning experiences in the program or school are meaningful, relevant, and respectful for each child and family.

As we grow up in a family and in a broader social and cultural community, we all come to certain understandings about what our group considers appropriate, values, expects, admires. We learn this through direct teaching from our parents and other important people in our lives and through observing those around us. Among these understandings, we absorb “rules” about behaviors—such as how to show respect, how to interact with people we know well and those we have just met, how to regard time and personal space, how to dress, and countless other attitudes and actions. We typically absorb these rules very early and very deeply, so we live by them with little conscious thought. When young children are in a group setting outside the home, what makes sense to them, how they use language to interact, and how they experience this new world depend on the social and cultural contexts to which they are accustomed. A skilled teacher takes such contextual factors into account, along with the children’s ages and their individual differences, in shaping all aspects of the learning environment.

To recap this decision-making process: An effective teacher begins by thinking about what children of the age and developmental status represented in the group are typically like. This knowledge provides a general idea of the activities, routines,

interactions, and curriculum that will be effective with that group. The teacher also must consider each child, including looking at the child as an individual and within the context of family, community, culture, linguistic norms, social group, past experience (including learning and behavior), and current circumstances. Only then can the teacher see children *as they are* to make decisions that are developmentally appropriate for each of them.

Challenging and achievable goals

Meeting children where they are is essential, but no good teacher simply leaves them there. Keeping in mind desired goals and what is known about the children as a group and individually, the teacher plans experiences to promote children’s learning and development.

Learning and development are most likely to occur when new experiences build on what a child already knows and is able to do and when those learning experiences also entail the child stretching a reasonable amount in acquiring new skills, abilities, or knowledge. After the child reaches that new level of mastery in skill or understanding, the teacher reflects on what goals should come next; and the cycle continues, advancing children’s learning in a developmentally appropriate way.

Clearly, such effective teaching does not happen by chance. A hallmark of developmentally appropriate teaching is intentionality. Good teachers are intentional in everything they do—setting up the classroom, planning curriculum, making use of various teaching strategies, assessing children, interacting with them, and working with their families. Intentional teachers are purposeful and thoughtful about the actions they take, and they direct their teaching toward the goals the program is trying to help children reach.

Principles of child development and learning that inform practice

Developmentally appropriate practice as defined in this position statement is not based on what we think might be true or what we want to believe about young children. Developmentally appropriate practice is informed by what we know from theory and literature about how children develop and learn. In particular, a review of that literature yields a number of well supported generalizations, or principles.

No linear listing of principles—including the one below—can do justice to the complexity of the phenomenon that is child development and learning. While the list is comprehensive, it certainly is not all-inclusive. Each principle describes an individually contributing factor; but just as all domains of development and learning are interrelated, so too do the principles interconnect. For example, the influence of cultural differences and individual

differences, each highlighted in a separate principle below, cuts across all the other principles. That is, the implication of any principle often differs as a function of cultural or individual givens.

A complete discussion of the knowledge base that informs developmentally appropriate practice is clearly beyond the scope of this document. Each of the principles rests on a very extensive research base that is only partially referenced here.⁷⁶

All the limitations of such a list notwithstanding, collectively the principles that follow form a solid basis for decision making—for decisions at all levels about how best to meet the needs of young children in general, and for decisions by teachers, programs, and families about the strengths and needs of individual children, with all their variations in prior experiences, abilities and talents, home language and English proficiency, personalities and temperaments, and community and cultural backgrounds.

1 All the domains of development and learning—physical, social and emotional, and cognitive—are important, and they are closely interrelated. Children’s development and learning in one domain influence and are influenced by what takes place in other domains.

Children are thinking, moving, feeling, and interacting human beings. To teach them well involves considering and fostering their development and learning in all domains.⁷⁷ Because this full spectrum of development and learning is fundamental to children’s lives and to their future participation as members of society, early care and education must address all the domains.

Further, changes in one domain often facilitate or limit development in other areas.⁷⁸ For example, when children begin to crawl or walk, they gain new possibilities for exploring the world, and their mobility affects both their cognitive development and sense of autonomy. Likewise, children’s language development influences their ability to participate in social interaction with adults and other children; such interactions, in turn, support their further language development.⁷⁹ A growing body of work demonstrates the relationship between emotional and social factors and children’s academic competence⁸⁰ and thus the importance of all these areas in educating young children. In brief, the knowledge base documents the importance of a comprehensive curriculum and the interrelated-

ness of the developmental domains in children’s well-being and success.

2 Many aspects of children’s learning and development follow well documented sequences, with later abilities, skills, and knowledge building on those already acquired.

Human development research suggests that relatively stable, predictable sequences of growth and change occur in children during the first nine years of life.⁸¹ Predictable changes occur in all domains of development, although the ways that these changes are manifested and the meaning attached to them may vary widely in different cultural and linguistic contexts.⁸² Knowledge of how children within a given age span typically develop and learn provides a general framework to guide teachers in preparing the learning environment, considering curriculum, designing learning experiences, and teaching and interacting with children.

Also important for educators to know are the sequences in which children gain specific concepts, skills, and abilities, building on prior development and learning. In mathematics, for example, children’s learning to count serves as an important foundation for their acquiring an understanding of numerals.⁸³ Familiarity with known learning sequences should inform curriculum development and teaching practice.

3 Development and learning proceed at varying rates from child to child, as well as at uneven rates across different areas of a child’s individual functioning.

Individual variation has at least two dimensions: the inevitable variability around the typical or normative course of development and the uniqueness of each child as an individual. Children’s development follows individual patterns and timing; children also vary in temperament, personality, and aptitudes, as well as in what they learn in their family and within the social and cultural context or contexts that shape their experience.

All children have their own strengths, needs, and interests. Given the enormous variation among children of the same chronological age, a child’s age is only a crude index of developmental abilities and interests. For children who have special learning needs or abilities, additional efforts and resources may be necessary to optimize their

development and learning. The same is true when children's prior experiences do not give them the knowledge and skills they need to thrive in a specific learning environment.

Given this normal range of variation, decisions about curriculum, teaching, and interactions with children should be as individualized as possible. Rigid expectations of group norms do not reflect what is known about real differences in development and learning. At the same time, having high expectations for all children is essential, as is using the strategies and providing the resources necessary to help them meet these expectations.

4 Development and learning result from a dynamic and continuous interaction of biological maturation and experience.

Development is the result of the interplay between the growing, changing child and the child's experiences in the social and physical worlds.⁸⁴ For example, a child's genetic makeup may predict healthy growth, but inadequate nutrition in the early years of life will keep this potential from being fulfilled. Conversely, the impact of an organic condition on a young child's learning and development can be minimized through systematic, individualized intervention. Likewise, a child's innate temperament—such as a predisposition to be either wary or outgoing—shapes and is shaped by how other children and adults interact with that child. In light of the power of biology and the effects of children's prior experiences, it is important for early childhood educators to maintain high expectations and employ all their knowledge, ingenuity, and persistence to find ways to help every child succeed.

5 Early experiences have profound effects, both cumulative and delayed, on a child's development and learning; and optimal periods exist for certain types of development and learning to occur.

Children's early experiences, whether positive or negative, are cumulative. For example, a child's social experiences with other children in the preschool years may help him develop social skills and confidence that enable him or her to make friends in subsequent years, and these experiences further enhance the child's social competence and academic achievement. Conversely, children who fail to develop minimal social skills and thus suffer neglect or rejection from peers are at risk

for later outcomes such as school dropout, delinquency, and mental health problems.⁸⁵ Similarly, early stimulation promotes brain development and the forming of neural connections, which in turn enable further development and learning. But if the very young child does not get this stimulation, he is less able to benefit from subsequent learning opportunities, and a cumulative disadvantage is set in motion.

Intervention and support are more successful the earlier a problem is addressed. Prevention of reading difficulties, for example, is far less difficult and expensive than remediation.⁸⁶ In addition, the literature shows that some aspects of development occur most efficiently at certain points in the life span. The first three years of life, for example, appear to be an optimal period for oral language development.⁸⁷ Ensuring that children get the needed environmental inputs and supports for a particular kind of learning and development at its "prime time" is always the most reliable route to desired results.

6 Development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities.

A pervasive characteristic of development is that children's functioning becomes increasingly complex—in language, social interaction, physical movement, problem solving, and virtually every other domain. Increased organization and memory capacity of the developing brain make it possible with age for children to combine simple routines into more complex strategies.⁸⁸ The younger the child, the more she or he tends to think concretely and in the here and now. Yet in some ways, young children's thinking can be quite abstract. For example, preschoolers know that adding always makes *more* and subtracting makes *less*, and they are able to grasp abstract ideas about counting objects such as the one-to-one principle.⁸⁹

All young humans must negotiate the transition from total dependence on others at birth to competence and internal control, including learning to regulate their emotions, behaviors, and attention. For young infants, there are tasks such as learning to soothe themselves from arousal to a settled state. A few years later, self-regulation means developing the capacity to manage strong emotions and keep one's attention focused. Throughout the early years, adults play significant roles in helping children learn to self-regulate.

Caregivers are important in helping very young children to modulate their emotional arousal; for example, soothing babies and then helping them learn to soothe themselves.⁹⁰ In the preschool years, teachers can help children develop self-regulation by scaffolding high-level dramatic play,⁹¹ helping children learn to express their emotions, and engaging children in planning and decision making.⁹²

During the early years of life, children move from sensory or behavioral responses to symbolic or representational knowledge.⁹³ For example, young children are able to navigate their homes and other familiar settings by recall and sensory cues, but later they come to understand and can use abstractions such as *left* and *right* or read a map of the house. It is around age 2 that children begin to represent and reconstruct their experiences and knowledge.⁹⁴ For example, children may use one object to stand for another in play, such as a block for a phone or a spatula for a guitar.⁹⁵ Their ability to use various modes and media to convey their meaning increases in range and scope. By the preschool years, these modes may include oral language, gestures and body movement, visual arts (drawing, painting, sculpting), construction, dramatic play, and writing. Their efforts to represent their ideas and concepts in any of these modes enhance the knowledge itself.⁹⁶

7 Children develop best when they have secure, consistent relationships with responsive adults and opportunities for positive relationships with peers.

From the earliest years of life, warm, nurturing relationships with responsive adults are necessary for many key areas of children's development, including empathy and cooperation, self-regulation and cultural socialization, language and communication, peer relationships, and identity formation.⁹⁷

When children and caring adults have the opportunity to get to know each other well, they learn to predict each other's signals and behavior and establish attunement and trust.⁹⁸ The first and most important relationships are those a child forms with parents or other primary caregivers. Forming one or more such attachments sets the stage for other relationships, as children move into the wider world beyond their immediate family.⁹⁹ Young children benefit from opportunities to develop ongoing, trusting relationships with adults outside the family and with other

children. Notably, positive teacher-child relationships promote children's learning and achievement, as well as social competence and emotional development.¹⁰⁰

Nurturing relationships are vital in fostering high self-esteem and a strong sense of self-efficacy, capacity in resolving interpersonal conflicts cooperatively, and the sociability to connect with others and form friendships. Further, by providing positive models and the security and confidence to try new experiences and attempt new skills, such relationships support children's learning and the acquisition of numerous capabilities.¹⁰¹

8 Development and learning occur in and are influenced by multiple social and cultural contexts.

Understanding children's development requires viewing each child within the sociocultural context of that child's family, educational setting, and community, as well as within the broader society.¹⁰² These various contexts are interrelated, and all powerfully influence the developing child. For example, even a child in a loving, supportive family within a strong, healthy community is affected by the biases of the larger society, such as racism or sexism, and may show some effects of its negative stereotyping and discrimination.

Here *culture* is intended to refer to the customary beliefs and patterns of behavior, both explicit and implicit, that are inculcated by the society—or by a social, religious, or ethnic group within the society—in its members. Even though culture is discussed often in the context of diversity and immigrant or minority groups, all of us are members of cultures and are powerfully influenced by them. Every culture structures and interprets children's behavior and development in its own way.¹⁰³ Early childhood teachers need to understand the influence of sociocultural contexts and family circumstances on learning, recognize children's developing competencies, and be familiar with the variety of ways that children may demonstrate their developmental achievements.¹⁰⁴ Most importantly, educators need to be sensitive to how their own cultural experience shapes their perspective and to realize that multiple perspectives, not just their own, must be considered in decisions about children's development and learning.

As children grow up, they need to learn to function well in the society and in the increasingly global economy and to move comfortably among

groups of people from backgrounds both similar and dissimilar to their own. Fortunately, children are capable of learning to function in more than one social or cultural context and to make behavioral or linguistic shifts as they move from one context to another, although this complex ability does not occur overnight and requires adult support. Acquiring a new language or the ability to operate in a new culture can and should be an additive process, rather than causing the displacement of the child's first language and culture.¹⁰⁵ For example, immigrant children are able to develop English proficiency without having to give up their home language, and it is important that they retain their fluency in the language of their family and community. Likewise, children who speak only English benefit from learning another language and can do so without sacrificing their English proficiency.¹⁰⁶

9 **Always mentally active in seeking to understand the world around them, children learn in a variety of ways; a wide range of teaching strategies and interactions are effective in supporting all these kinds of learning.**

Several prominent theories and bodies of research view cognitive development from the constructivist, interactive perspective.¹⁰⁷ That is, young children construct their knowledge and understanding of the world in the course of their own experiences, as well as from teachers, family members, peers and older children, and from books and other media. They learn from the concrete (e.g., manipulatives); they also apparently are capable of and interested in abstract ideas, to a far greater degree than was previously believed.¹⁰⁸ Children take all this input and work out their own understandings and hypotheses about the world. They try these out through interactions with adults and other children, physical manipulation, play, and their own thought processes—observing what happens, reflecting on their findings, imagining possibilities, asking questions, and formulating answers. When children make knowledge their own in these ways, their understanding is deeper and they can better transfer and apply their learning in new contexts.¹⁰⁹

Using multiple teaching strategies is important in meeting children's different learning needs. The *Eager to Learn: Educating Our Preschoolers* report concluded:

Good teachers acknowledge and encourage children's efforts, model and demonstrate, create challenges and support children in extending their capabilities, and provide specific directions or instruction. All of these teaching strategies can be used in the context of play and structured activities. Effective teachers also organize the classroom environment and plan ways to pursue educational goals for each child as opportunities arise in child-initiated activities and in activities planned and initiated by the teacher.¹¹⁰

Thus, children benefit when teachers have at their disposal a wide range of teaching strategies and from these teachers select the best strategy to use in a situation, depending on the learning goal, specific context, and needs of individual children at that moment, including children who may need much more support than others even in exploration and play.¹¹¹

10 **Play is an important vehicle for developing self-regulation as well as for promoting language, cognition, and social competence.**

Children of all ages love to play, and it gives them opportunities to develop physical competence and enjoyment of the outdoors, understand and make sense of their world, interact with others, express and control emotions, develop their symbolic and problem-solving abilities, and practice emerging skills. Research shows the links between play and foundational capacities such as memory, self-regulation, oral language abilities, social skills, and success in school.¹¹²

Children engage in various kinds of play, such as physical play, object play, pretend or dramatic play, constructive play, and games with rules. Observed in all young animals, play apparently serves important physical, mental, emotional, and social functions for humans and other species, and each kind of play has its own benefits and characteristics. From infancy, children act on the world around them for the pleasure of seeing what happens; for example, repeatedly dropping a spoon on the floor or pulling the cat's tail. At around age 2, children begin to demonstrate symbolic use of objects—for instance, picking up a shell and pretending to drink as from a cup—at least when they have had opportunities to observe others engaging in such make-believe behavior.¹¹³

From such beginnings, children begin to engage in more mature forms of dramatic play, in which by the age of 3–5 they may act out specific

roles, interact with one another in their roles, and plan how the play will go. Such play is influential in developing self-regulation, as children are highly motivated to stick to the roles and rules of the play, and thus grow in the ability to inhibit their impulses, act in coordination with others, and make plans.¹¹⁴ High-level dramatic play produces documented cognitive, social, and emotional benefits.¹¹⁵ However, with children spending more time in adult-directed activities and media use, forms of child play characterized by imagination and rich social interactions seem to be declining.¹¹⁶ Active scaffolding of imaginative play is needed in early childhood settings if children are to develop the sustained, mature dramatic play that contributes significantly to their self-regulation and other cognitive, linguistic, social, and emotional benefits. Adults can use proven methods to promote children's extended engagement in make-believe play as well as in games with rules and other kinds of high-level play.¹¹⁷ Rather than detracting from academic learning, play appears to support the abilities that underlie such learning and thus to promote school success.¹¹⁸

11 Development and learning advance when children are challenged to achieve at a level just beyond their current mastery, and also when they have many opportunities to practice newly acquired skills.

Human beings, especially children, are motivated to understand or do what is just beyond their current understanding or mastery.¹¹⁹ Effective teachers create a rich learning environment to activate that motivation, and they make use of strategies to promote children's undertaking and mastering of new and progressively more advanced challenges.¹²⁰

In a task just beyond a child's independent reach, adults and more-competent peers contribute significantly to the child's development by providing the support or assistance that allows the child to succeed at that task. Once children make this stretch to a new level in a supportive context, they can go on to use the skill independently and in a variety of contexts, laying the foundation for the next challenge. Provision of such support, often called *scaffolding*,¹²¹ is a key feature of effective teaching.¹²²

At the same time, children need to be successful in new tasks a significant proportion of the time in order for their motivation and persistence to be

maintained.¹²³ Confronted by repeated failure, most children will simply stop trying. Repeated opportunity to practice and consolidate new skills and concepts is also essential in order for children to reach the threshold of mastery at which they can go on to use this knowledge or skill and apply it in new situations. Young children engage in a great deal of practice during play and in other child-guided contexts.¹²⁴

To set challenging, achievable goals for children and to provide the right amount and type of scaffolding require knowledge of child development and learning, including familiarity with the paths and sequences that children are known to follow in acquiring specific skills, concepts, and abilities. This general knowledge, along with what the teacher learns from close observation and probing of the individual child's thinking, is critical to matching curriculum and teaching experiences to that child's emerging competencies so as to be challenging but not frustrating.

12 Children's experiences shape their motivation and approaches to learning, such as persistence, initiative, and flexibility; in turn, these dispositions and behaviors affect their learning and development.

The National Education Goals Panel and its Goal One Technical Planning Group identified "approaches to learning" as one of five aspects of school readiness.¹²⁵ Focused on the *how* rather than the *what* of learning, approaches to learning involve both children's feelings about learning (including their interest, pleasure, and motivation to learn) and children's behavior when learning (including attention, persistence, flexibility, and self-regulation).¹²⁶

Even in the early years, children differ in their approaches to learning. These differences may influence children's school readiness and school success. For example, children who start school more eager to learn tend to do better in reading and mathematics than do less motivated children.¹²⁷ Children with more positive learning behaviors, such as initiative, attention, and persistence, later develop stronger language skills.¹²⁸ Moreover, children with greater self-regulation and other "learning-related skills" in kindergarten are more skilled in reading and mathematics in later grades.¹²⁹

Although temperament and other inherent differences may affect children's approaches to learn-

ing, their experiences in families and early education programs have a major influence. Programs can implement evidence-based strategies that will promote positive approaches to learning. These

strategies include strengthening relationships with children; working with families; and selecting effective curriculum, assessments, and teaching methods.¹³⁰

Guidelines for developmentally appropriate practice

Practice that promotes young children's optimal learning and development—what this statement terms *developmentally appropriate practice*—is grounded both in the research on child development and learning and in the knowledge base regarding educational effectiveness in early care and education.

But whether or not what actually happens in the classroom is, in practice, developmentally appropriate is the result of myriad decisions at all levels—by policy makers, administrators, teachers, and families about the care and education of young children. Effective early childhood professionals draw on all the principles of child development and learning outlined, as well as the knowledge base on effective practices, and they apply the information in their practice.

The following guidelines address decisions that early childhood professionals make in the five key (and interrelated) areas of practice: (1) creating a caring community of learners, (2) teaching to enhance development and learning, (3) planning curriculum to achieve important goals, (4) assessing children's development and learning, and (5) establishing reciprocal relationships with families.

1 Creating a caring community of learners

Because early childhood settings tend to be children's first communities outside the home, the character of these communities is very influential in development. How children expect to be treated and how they treat others is significantly shaped in the early childhood setting. In developmentally appropriate practice, practitioners create and foster a "community of learners" that supports *all* children to develop and learn. The role of the community is to provide a physical, emotional, and cognitive environment conducive to that development and learning. The foundation for the community is consistent, positive, caring relationships between the adults and children, among children,

among teachers, and between teachers and families. It is the responsibility of all members of the learning community to consider and contribute to one another's well-being and learning.

To create a caring community of learners, practitioners ensure that the following occur for children from birth through the primary grades.

- A.** Each member of the community is valued by the others. By observing and participating in the community, children learn about themselves and their world and also how to develop positive, constructive relationships with other people. Each child has unique strengths, interests, and perspectives to contribute. Children learn to respect and acknowledge differences of all kinds and to value each person.
- B.** Relationships are an important context through which children develop and learn. Children construct their understandings about the world around them through interactions with other members of the community (both adults and peers). Opportunities to play together, collaborate on investigations and projects, and talk with peers and adults enhance children's development and learning. Interacting in small groups provides a context for children to extend their thinking, build on one another's ideas, and cooperate to solve problems. (Also see guideline 5, "Establishing Reciprocal Relationships with Families.")
- C.** Each member of the community respects and is accountable to the others to behave in a way that is conducive to the learning and well-being of all.
 - 1.** Teachers help children develop responsibility and self-regulation. Recognizing that such abilities and behaviors develop with experience and time, teachers consider how to foster such development in their interactions

with each child and in their curriculum planning.

2. Teachers are responsible at all times for all children under their supervision, monitoring, anticipating, preventing, and redirecting behaviors not conducive to learning or disrespectful of the community, as well as teaching prosocial behaviors.

3. Teachers set clear and reasonable limits on children's behavior and apply those limits consistently. Teachers help children be accountable to themselves and to others for their behavior. In the case of preschool and older children, teachers engage children in developing their own community rules for behavior.

4. Teachers listen to and acknowledge children's feelings and frustrations, respond with respect in ways that children can understand, guide children to resolve conflicts, and model skills that help children to solve their own problems.

5. Teachers themselves demonstrate high levels of responsibility and self-regulation in their interactions with other adults (colleagues, family members) and with children.

D. Practitioners design and maintain the physical environment to protect the health and safety of the learning community members, specifically in support of young children's physiological needs for activity, sensory stimulation, fresh air, rest, and nourishment. The daily schedule provides a balance of rest and active movement. Outdoor experiences, including opportunities to interact with the natural world, are provided for children of all ages.

E. Practitioners ensure members of the community feel psychologically safe. The overall social and emotional climate is positive.

1. Interactions among community members (administrators, teachers, families, children), as well as the experiences provided by teachers, leave participants feeling secure, relaxed, and comfortable rather than disengaged, frightened, worried, or unduly stressed.

2. Teachers foster in children an enjoyment of and engagement in learning.

3. Teachers ensure that the environment is organized and the schedule follows an orderly routine that provides a stable structure within which development and learning can take place. While the environment's elements are dynamic and changing, overall it still is predictable and comprehensible from a child's point of view.

4. Children hear and see their home language and culture reflected in the daily interactions and activities of the classroom.

2 Teaching to enhance development and learning

From birth, a child's relationships and interactions with adults are critical determinants of development and learning. At the same time, children are active constructors of their own understanding of the world around them; as such, they benefit from initiating and regulating their own learning activities and from interacting with peers. Developmentally appropriate teaching practices provide an optimal balance of adult-guided and child-guided experiences. "*Adult-guided* experience proceeds primarily along the lines of the teacher's goals, but is also shaped by the children's active engagement; *child-guided* experience proceeds primarily along the lines of children's interests and actions, with strategic teacher support."¹³¹ But whether a learning experience is adult- or child-guided, in developmentally appropriate practice it is the teacher who takes responsibility for stimulating, directing, and supporting children's development and learning by providing the experiences that each child needs.

The following describe teaching practices that are developmentally appropriate for young children from birth through the primary grades.

A. Teachers are responsible for fostering the caring learning community through their teaching.

B. Teachers make it a priority to know each child well, and also the people most significant in the child's life.

1. Teachers establish positive, personal

relationships with each child and with each child's family to better understand that child's individual needs, interests, and abilities and that family's goals, values, expectations, and childrearing practices. (Also see guideline 5, "Establishing Reciprocal Relationships with Families.") Teachers talk with each child and family (with a community translator, if necessary, for mutual understanding) and use what they learn to adapt their actions and planning.

2. Teachers continually gather information about children in a variety of ways and monitor each child's learning and development to make plans to help children progress. (Also see guideline 4, "Assessing Children's Development and Learning.")

3. Teachers are alert to signs of undue stress and traumatic events in each child's life and employ strategies to reduce stress and support the development of resilience.

- C.** Teachers take responsibility for knowing what the desired goals for the program are and how the program's curriculum is intended to achieve those goals. They carry out that curriculum through their teaching in ways that are geared to young children in general and these children in particular. Doing this includes following the predictable sequences in which children acquire specific concepts, skills, and abilities and by building on prior experiences and understandings. (Also see guideline 3, "Planning Curriculum to Achieve Important Goals.")
- D.** Teachers plan for learning experiences that effectively implement a comprehensive curriculum so that children attain key goals across the domains (physical, social, emotional, cognitive) and across the disciplines (language literacy, including English acquisition, mathematics, social studies, science, art, music, physical education, and health).
- E.** Teachers plan the environment, schedule, and daily activities to promote each child's learning and development.
- 1.** Teachers arrange firsthand, meaningful experiences that are intellectually and

creatively stimulating, invite exploration and investigation, and engage children's active, sustained involvement. They do this by providing a rich variety of materials, challenges, and ideas that are worthy of children's attention.

2. Teachers present children with opportunities to make meaningful choices, especially in child-choice activity periods. They assist and guide children who are not yet able to enjoy and make good use of such periods.

3. Teachers organize the daily and weekly schedule to provide children with extended blocks of time in which to engage in sustained play, investigation, exploration, and interaction (with adults and peers).

4. Teachers provide experiences, materials, and interactions to enable children to engage in play that allows them to stretch their boundaries to the fullest in their imagination, language, interaction, and self-regulation as well as to practice their newly acquired skills.

- F.** Teachers possess an extensive repertoire of skills and strategies they are able to draw on, and they know how and when to choose among them, to effectively promote each child's learning and development at that moment. Those skills include the ability to adapt curriculum, activities, and materials to ensure full participation of *all* children. Those strategies include, but are not limited to, acknowledging, encouraging, giving specific feedback, modeling, demonstrating, adding challenge, giving cues or other assistance, providing information, and giving directions.

1. To help children develop initiative, teachers encourage them to choose and plan their own learning activities.

2. To stimulate children's thinking and extend their learning, teachers pose problems, ask questions, and make comments and suggestions.

3. To extend the range of children's interests and the scope of their thought, teachers present novel experiences and

introduce stimulating ideas, problems, experiences, or hypotheses.

4. To adjust the complexity and challenge of activities to suit children's level of skill and knowledge, teachers increase the challenge as children gain competence and understanding.

5. To strengthen children's sense of competence and confidence as learners, motivation to persist, and willingness to take risks, teachers provide experiences for children to be genuinely successful and to be challenged.

6. To enhance children's conceptual understanding, teachers use various strategies, including intensive interview and conversation, that encourage children to reflect on and "revisit" their experiences.

7. To encourage and foster children's learning and development, teachers avoid generic praise ("Good job!") and instead give specific feedback ("You got the same number when you counted the beans again!").

G. Teachers know how and when to *scaffold* children's learning—that is, providing just enough assistance to enable each child to perform at a skill level just beyond what the child can do on his or her own, then gradually reducing the support as the child begins to master the skill, and setting the stage for the next challenge.

1. Teachers recognize and respond to the reality that in any group, children's skills will vary and they will need different levels of support. Teachers also know that any one child's level of skill and need for support will vary over time.

2. Scaffolding can take a variety of forms; for example, giving the child a hint, adding a cue, modeling the skill, or adapting the materials and activities. It can be provided in a variety of contexts, not only in planned learning experiences but also in play, daily routines, and outdoor activities.

3. Teachers can provide the scaffolding (e.g., the teacher models the skill)

or peers can (e.g., the child's learning buddy models); in either case, it is the teacher who recognizes and plans for each child's need for support and assistance.

H. Teachers know how and when to use the various learning formats/contextes most strategically.

1. Teachers understand that each major learning format or context (e.g., large group, small group, learning center, routine) has its own characteristics, functions, and value.

2. Teachers think carefully about which learning format is best for helping children achieve a desired goal, given the children's ages, development, abilities, temperaments, etc.

I. When children have missed some of the learning opportunities necessary for school success (most often children from low-income households), programs and teachers provide them with even more extended, enriched, and intensive learning experiences than are provided to their peers.

1. Teachers take care not to place these children under added pressure. Such pressure on children already starting out at a disadvantage can make school a frustrating and discouraging experience, rather than an opportunity to enjoy and succeed at learning.

2. To enable these children to make optimal progress, teachers are highly intentional in use of time, and they focus on key skills and abilities through highly engaging experiences.

3. Recognizing the self-regulatory, linguistic, cognitive, and social benefits that high-quality play affords, teachers do not reduce play opportunities that these children critically need. Instead, teachers scaffold and model aspects of rich, mature play.

J. Teachers make experiences in their classrooms accessible and responsive to *all* children and their needs—including children who are English language learners, have special needs or disabilities, live in poverty

or other challenging circumstances, or are from different cultures.

1. Teachers incorporate a wide variety of experiences, materials and equipment, and teaching strategies to accommodate the range of children's individual differences in development, skills and abilities, prior experiences, needs, and interests.
2. Teachers bring each child's home culture and language into the shared culture of the learning community so that the unique contributions of that home culture and language can be recognized and valued by the other community members, and the child's connection with family and home is supported.
3. Teachers include all children in all of the classroom activities and encourage children to be inclusive in their behaviors and interactions with peers.
4. Teachers are prepared to meet special needs of individual children, including children with disabilities and those who exhibit unusual interests and skills. Teachers use all the strategies identified here, consult with appropriate specialists and the child's family, and see that the child gets the adaptations and specialized services he or she needs to succeed in the early childhood setting.

3 Planning curriculum to achieve important goals

The curriculum consists of the knowledge, skills, abilities, and understandings children are to acquire and the plans for the learning experiences through which those gains will occur. Implementing a curriculum always yields outcomes of some kind—but *which* outcomes those are and *how* a program achieves them are critical. In developmentally appropriate practice, the curriculum helps young children achieve goals that are developmentally and educationally significant. The curriculum does this through learning experiences (including play, small group, large group, interest centers, and routines) that reflect what is known about young children in general and about these children in particular, as well as about the sequences in which children acquire specific

concepts, skills, and abilities, building on prior experiences.

Because children learn more in programs where there is a well planned and implemented curriculum, it is important for every school and early childhood program to have its curriculum in written form. Teachers use the curriculum and their knowledge of children's interests in planning relevant, engaging learning experiences; and they keep the curriculum in mind in their interactions with children throughout the day. In this way they ensure that children's learning experiences—in both adult-guided and child-guided contexts—are consistent with the program's goals for children and connected within an organized framework. At the same time, developmentally appropriate practice means teachers have flexibility—and the expertise to exercise that flexibility effectively—in how they design and carry out curricular experiences in their classrooms.¹³²

The following describe curriculum planning that is developmentally appropriate for children from birth through the primary grades.

- A. Desired goals that are important in young children's learning and development have been identified and clearly articulated.
 1. Teachers consider what children should know, understand, and be able to do across the domains of physical, social, emotional, and cognitive development and across the disciplines, including language, literacy, mathematics, social studies, science, art, music, physical education, and health.
 2. If state standards or other mandates are in place, teachers become thoroughly familiar with these; teachers add to these any goals to which the standards have given inadequate weight.
 3. Whatever the source of the goals, teachers and administrators ensure that goals are clearly defined for, communicated to, and understood by all stakeholders, including families.
- B. The program has a comprehensive, effective curriculum that targets the identified goals, including all those foundational for later learning and school success.
 1. Whether or not teachers were participants in the decision about the curricu-

lum, they familiarize themselves with it and consider its comprehensiveness in addressing all important goals.

2. If the program is using published curriculum products, teachers make adaptations to meet the learning needs of the children they teach.

3. If practitioners develop the curriculum themselves, they make certain it targets the identified goals and they use strong, up-to-date resources from experts to ensure that curriculum content is robust and comprehensive.

C. Teachers use the curriculum framework in their planning to ensure there is ample attention to important learning goals and to enhance the coherence of the classroom experience for children.

1. Teachers are familiar with the understandings and skills key for that age group in each domain (physical, social, emotional, cognitive), including how learning and development in one domain impact the other domains.

2. In their planning and follow-through, teachers use the curriculum framework along with what they know (from their observation and other assessment) about the children's interests, progress, language proficiency, and learning needs. They carefully shape and adapt the experiences they provide children to enable each child to reach the goals outlined in the curriculum.

3. In determining the sequence and pace of learning experiences, teachers consider the developmental paths that children typically follow and the typical sequences in which skills and concepts develop. Teachers use these with an eye to moving all children forward in all areas, adapting when necessary for individual children. When children have missed some of the learning opportunities that promote school success, teachers must adapt the curriculum to help children advance more quickly.

D. Teachers make meaningful connections a priority in the learning experiences they

provide children, to reflect that all learners, and certainly young children, learn best when the concepts, language, and skills they encounter are related to something they know and care about, and when the new learnings are themselves interconnected in meaningful, coherent ways.

1. Teachers plan curriculum experiences that integrate children's learning *within* and *across* the domains (physical, social, emotional, cognitive) and the disciplines (including language, literacy, mathematics, social studies, science, art, music, physical education, and health).

2. Teachers plan curriculum experiences to draw on children's own interests and introduce children to things likely to interest them, in recognition that developing and extending children's interests is particularly important during the preschool years, when children's ability to focus their attention is in its early stages.

3. Teachers plan curriculum experiences that follow logical sequences and that allow for depth and focus. That is, the experiences do not skim lightly over a great many content areas, but instead allow children to spend sustained time with a more select set.

E. Teachers collaborate with those teaching in the preceding and subsequent grade levels, sharing information about children and working to increase the continuity and coherence across ages/grades, while protecting the integrity and appropriateness of practices at each level.

F. In the care of infants and toddlers, practitioners plan curriculum (although they may not always call it that). They develop plans for the important routines and experiences that will promote children's learning and development and enable them to attain desired goals.

4 Assessing children's development and learning

Assessment of children's development and learning is essential for teachers and programs in order to plan, implement, and evaluate the effective-

ness of the classroom experiences they provide. Assessment also is a tool for monitoring children's progress toward a program's desired goals. In developmentally appropriate practice, the experiences and the assessments are linked (the experiences are developing what is being assessed, and vice versa); both are aligned with the program's desired outcomes or goals for children. Teachers cannot be intentional about helping children to progress unless they know where each child is with respect to learning goals.

Sound assessment of young children is challenging because they develop and learn in ways that are characteristically uneven and embedded within the specific cultural and linguistic contexts in which they live. For example, sound assessment takes into consideration such factors as a child's facility in English and stage of linguistic development in the home language. Assessment that is not reliable or valid, or that is used to label, track, or otherwise harm young children, is not developmentally appropriate practice.

The following describe sound assessment that is developmentally appropriate for children from birth through the primary grades.

- A.** Assessment of young children's progress and achievements is ongoing, strategic, and purposeful. The results of assessment are used to inform the planning and implementing of experiences, to communicate with the child's family, and to evaluate and improve teachers' and the program's effectiveness.
- B.** Assessment focuses on children's progress toward goals that are developmentally and educationally significant.
- C.** There is a system in place to collect, make sense of, and use the assessment information to guide what goes on in the classroom (formative assessment). Teachers use this information in planning curriculum and learning experiences and in moment-to-moment interactions with children—that is, teachers continually engage in assessment for the purpose of improving teaching and learning.
- D.** The methods of assessment are appropriate to the developmental status and experiences of young children, and they recognize individual variation in learners and allow children to demonstrate their competence in different ways. Methods appropriate to the classroom assessment of young children, therefore, include results of teachers' observations of children, clinical interviews, collections of children's work samples, and their performance on authentic activities.
- E.** Assessment looks not only at what children can do independently but also at what they can do with assistance from other children or adults. Therefore, teachers assess children as they participate in groups and other situations that are providing scaffolding.
- F.** In addition to this assessment by teachers, input from families as well as children's own evaluations of their work are part of the program's overall assessment strategy.
- G.** Assessments are tailored to a specific purpose and used only for the purpose for which they have been demonstrated to produce reliable, valid information.
- H.** Decisions that have a major impact on children, such as enrollment or placement, are never made on the basis of results from a single developmental assessment or screening instrument/device but are based on multiple sources of relevant information, including that obtained from observations of and interactions with children by teachers and parents (and specialists, as needed).
- I.** When a screening or other assessment identifies children who may have special learning or developmental needs, there is appropriate follow-up, evaluation, and, if indicated, referral. Diagnosis or labeling is never the result of a brief screening or one-time assessment. Families should be involved as important sources of information.

5 Establishing reciprocal relationships with families

Developmentally appropriate practices derive from deep knowledge of child development principles and of the program's children in particular, as well as the context within which each of them is living. The younger the child, the more necessary it is for practitioners to acquire this particular knowledge through relationships with children's families.

Practice is not developmentally appropriate if the program limits “parent involvement” to scheduled events (valuable though these may be), or if the program/family relationship has a strong “parent education” orientation. Parents do not feel like partners in the relationship when staff members see themselves as having all the knowledge and insight about children and view parents as lacking such knowledge.

Such approaches do not adequately convey the complexity of the partnership between teachers and families that is a fundamental element of good practice. The following describe the kind of relationships that are developmentally appropriate for children (from birth through the primary grades), in which family members and practitioners work together as members of the learning community.

- A.** In reciprocal relationships between practitioners and families, there is mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals. (Also see guideline 1, “Creating a Caring Community of Learners.”)
- B.** Practitioners work in collaborative partnerships with families, establishing and maintaining regular, frequent two-way communication with them (with families who do not speak English, teachers should use the

language of the home if they are able or try to enlist the help of bilingual volunteers).

- C.** Family members are welcome in the setting, and there are multiple opportunities for family participation. Families participate in program decisions about their children’s care and education.
- D.** Teachers acknowledge a family’s choices and goals for the child and respond with sensitivity and respect to those preferences and concerns, but without abdicating the responsibility that early childhood practitioners have to support children’s learning and development through developmentally appropriate practices.
- E.** Teachers and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day-to-day communication and in planned conferences. Teachers support families in ways that maximally promote family decision-making capabilities and competence.
- F.** Practitioners involve families as a source of information about the child (before program entry and on an ongoing basis) and engage them in the planning for their child.
- G.** The program links families with a range of services, based on identified resources, priorities, and concerns.

Policy considerations

Teachers and administrators in early childhood education play a critical role in shaping the future of our citizenry and our democracy. Minute to minute, day to day, month to month, they provide the consistent, compassionate, respectful relationships that our children need to establish strong foundations of early learning. By attending to the multiple domains of development and the individual needs of those in their care, early childhood professionals who employ developmentally appropriate practices engage young children in rich out-of-home early learning experiences that prepare them for future learning and success in life.

Regardless of the resources available, early childhood professionals have an ethical respon-

sibility to practice according to the standards of their profession. It is unrealistic, however, to expect that they can fully implement those standards and practices without public policies and funding that support a system of early childhood education that is grounded in providing high-quality developmentally appropriate experiences for all children.

The goal must be advancement in both realms: more early childhood professionals engaging in developmentally appropriate practices, and more policy makers establishing policies and committing public funds to support such practices.

Many elements of developmentally appropriate practice should be reflected in our federal, state, and local policies. Policy areas that are

particularly critical for developing a high-quality, well financed system of early childhood education, which includes the implementation of developmentally appropriate practice, must include at a minimum: early learning standards for children and related/aligned curricula and assessment; a comprehensive professional development and compensation system; a program quality rating and improvement system to improve program quality as well as to inform the families, the public, and policy makers about quality; comprehensive

and coordinated services for children; attention to program evaluation; and commitment of additional public funds to support program affordability and quality in every setting.

NAEYC regularly provides information to inform advocates and policy makers in their efforts to establish sound policies in these areas.

In order for such information and recommendations to be up to date, NAEYC's policy-relevant summaries and information appear not in this position statement but in their own location on the Association's website at www.naeyc.org.

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Guidelines for developmentally appropriate practice

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Position Statement on Early Childhood Assessment

The National Association of School Psychologists believes that early identification of developmental and learning problems in infants and young children (ages birth through five years) is essential because of young children's broad and rapid development. Intervention services for these children's psychological and developmental difficulties are essential, beneficial, and cost-effective (e.g., Barnett, 1993; Dawson & Osterling, 1997; Schweinhart, Barnes, Weikart, Barnett, & Epstein, 1993). Because the accurate and fair identification of the developmental needs of young children is critical to the design, implementation, and success of appropriate interventions, school psychologists must play a key role.

Evidence from research and practice in early childhood assessment indicates that issues of technical adequacy are more difficult to address with young children who have little test-taking experience, short attention spans, and whose development is rapid and variable (Greenwood, Luze & Carta, 2002). Therefore, standardized assessment procedures should be used with great caution in educational decision-making because such tools are inherently less accurate and less predictive when used with young children (Meisels & Atkins-Burnett, 2000).

Multidisciplinary team assessments must include multiple sources of information, multiple assessment approaches, and be conducted in multiple settings and across time in order to yield a comprehensive understanding of young children's skills and needs (Neisworth & Bagnato, 2000). Alternative assessment methods and procedures, including transdisciplinary arena assessment, curriculum-based assessment and play-based assessment should be considered (Losardo & Notari-Syverson, 2001). Assessments should center on the child in the family system and home environment, both substantial influences on the development of young children. Similarly, families' self-identified resources, priorities and concerns should drive the decision-making process concerning the identification of child and family services (Bailey, 1996).

Because categorical identification of infants, toddlers, and young children is ineffective in most cases for meeting the special needs of young children, assessment of infants and young children requires specialized training and skills beyond those required for the assessment of older children (Mowder, 1996). Longitudinal and functional assessment of behavior and functional developmental skills of infants, young children, and families in a variety of settings is needed to evaluate and document progress and response to intervention over time, and must guide early intervention strategies in meaningful ways (Bagnato, Neisworth, & Munson, 1997).

Therefore, the National Association of School Psychologists will promote early childhood assessment practices that are:

- developmentally appropriate, flexible, ecological, whole-child focused, strength-based, skills-based, and family-centered (Bagnato et al., 1997; Bricker, 2002);
- conducted by a multi-disciplinary team (Nagle, 2000);
- linked to intervention strategies designed for young children (Meisels, 1996);
- based upon comprehensive, educational and/or behavioral concerns, rather than isolated deficits identified by individual assessments (Bagnato et al., 1997);
- nondiscriminatory in terms of gender, ethnicity, native language, family composition, and/or socio-economic status (Lynch & Hanson, 1996); and
- technically adequate and validated for the purpose(s) for which they are used, including the provision of norms, where applicable, for minority children and children with physical disabilities (DeMers & Fiorello, 1999).

Role of the School Psychologist

NASP encourages the adoption of family-centered practices for early childhood assessment and intervention, including full integration of parents and families into the assessment and intervention components of early childhood services. This mandates methods of naturalistic and systematic observation and information gathering, including work sampling procedures and the involvement of the family, home environment, daycare/preschool, and the community ecology as part of the comprehensive assessment (Nuttall, Nuttall-Vasquez, & Hampel, 1999). School psychologists should provide leadership to the multidisciplinary team in ensuring that all information gathered through the assessment is clearly understood by parents so that they can make fully-informed decisions about interventions for their children.

NASP also advocates for pre-service and in-service education for school psychologists and other professionals to address the following issues: 1) normal and atypical developmental patterns of infants and young children; 2) practices, procedures, and instrumentation appropriate for screening and assessment of young children, their families, and their environments; 3) the selection of assessment

techniques and utilization of findings from such assessments for the design, implementation, and efficacy evaluation of interventions; and 4) standards for early childhood mental health, behavioral, and educational assessment, including legal, ethical, and professional issues - all in the context of noncategorical service delivery for young children and their families.

Summary

NASP supports early childhood assessment practices that allow for accurate and fair identification of the developmental needs of infants, preschoolers, and young children and facilitate interventions that involve parents and other caregivers. Sound early childhood assessment should involve a multi-disciplinary team, including school psychologists with specialized training in the assessment of the young child who view behavior, mental health, and development from a longitudinal perspective.

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This chapter is a wonderful resource for those wanting to learn about putting a family-directed assessment process into action. It describes and illustrates characteristics of family-directed assessment, including issues related to families, the assessment process, personnel preparation issues, and system level issues.

Bracken, B. A. (2000). *The psychoeducational assessment of preschool children* (2 nd ed.). Boston : Allyn & Bacon.

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Greenwood, C. R., Luze, G.J & Carta, J. J. (2002). Best practices in assessment of intervention results with infants and toddlers. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology IV* (pp. 1219-1230). Bethesda, MD : National Association of School Psychologists.

This chapter discusses basic knowledge and skills needed to assess infants and young children, as well as focusing on the assessment of early intervention results. It outlines the approach for progress monitoring for infants and toddlers developed by the Early Childhood Research Institute on Measuring Growth and Development. A case study is included.

Katz, L. (1997). *A developmental approach to assessment of young children*. Champaign, IL : ERIC Clearinghouse on Elementary and Early Childhood Education.

This paper describes the concept of developmental appropriateness as it applies to the assessment of young children. The various purposes of assessing individual children are discussed. A match between plans, strategies, and assessment instruments and specific assessment purpose is mandated.

McConnell, S. R., Priest, J. S., Davis, S. D., & McEvoy, M. A. (2002). Best practices in measuring growth and development for preschool children. In A. Thomas, & J. Grimes (Eds.), *Best Practices in School Psychology IV* (pp. 1231-1246). Bethesda, MD : National Association of School Psychologists.

This chapter discusses Individual Growth and Development Indicators for preschool-aged children, newly developed, repeatable measures which sample performance in each major developmental domain. It describes the indicators that have been developed to measure each domain, as well as future directions for development.

Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (2 nd ed.) (pp. 231-257). New York : Cambridge University Press.

This chapter addresses issues relevant to early childhood assessment by discussing principles of responsive assessment (e.g., the importance of development, considering strengths and functional skills) and then discussing in detail five elements of assessment, with a focus on targets, contexts, and methods of assessment, as well as assessment personnel and the fusion of assessment and intervention.

Neisworth, J. T., & Bagnato, S. J. (2000). Recommended practices in assessment. In S. Sandall, M. E. McLean, & B. J. Smith (Eds.), *DEC recommended practices in early intervention/early childhood special education* (pp. 17-27). Longmont, CO : Sopris West.

This chapter lists practices recommended by the Division for Early Childhood for assessment in early intervention and early childhood special education programs for infant and young children with special needs and their families. Suggested standards are listed and

defined (e.g., utility, authenticity, equity). The chapter concludes with a list of recommended assessment practices that should be useful to practitioners or programs wanting to assess the extent to which their practices are in line with DEC recommendations.

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This article provides an overview of functional behavior assessment theory and methods. In addition, it discusses application of FBA to work with young children, and it describes how FBA methods can be used in conjunction with family-based practices and services in natural environments.

Shephard, L., Kagan, S., & Wurtz, E. (1998) *Principles and recommendations for early childhood assessments*. Washington DC : National Education Goals Panel. <http://govinfo.library.unt.edu/negp/Reports/prinrec.pdf>

This booklet discusses best practices for assessment of young children considering their unique development, recent abuses of testing, and legitimate demands for clear and useful information. General principles of assessment included address benefits, reliability and validity, age level appropriateness and language, and parent role in assessment.

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Using Work Sampling in Authentic Assessments

Samuel J. Meisels

Early childhood and elementary teachers are using this authentic performance assessment to document children's learning experiences, meet standards, and connect assessment to instruction.

The Work Sampling System, an authentic performance assessment, is based on teachers' observations of children at work in the classroom learning, solving problems, interacting, and creating products. Designed for students in preschool through 5th grade, the Work Sampling System includes three interrelated elements:

- Developmental guidelines and checklists
- Portfolios
- Summary reports

These elements focus on the classroom and reflect national, state, and local standards, as well as the teacher's objectives. Instead of providing a mere snapshot of narrow academic skills at a single point in time, Work Sampling is an ongoing documentation and evaluation process designed to improve the teacher's instructional practices and student learning. Since 1991, this system has been used in nearly every state, the District of Columbia, and Canada, with more than 300,000 students.

Work Sampling, a low stakes, nonstigmatizing system, relies on extensive sampling of children's academic, personal, and social progress over the school year. It provides a rich source of information about student strengths and weaknesses. Hands on professional development activities are key to using the system. In these activities, teachers learn how to observe, document, and evaluate student performance during actual classroom lessons. Through the checklists and other structures, teachers can systematically assess students' progress in seven curricular areas: personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, and physical development.

Charlotte Stetson, of Brattleboro, Vermont, is one of many elementary teachers who use Work Sampling to assess students' performance and progress. The following observations show how she links curriculum with assessment (see Dodge et al. 1994, pp. 204-205). The phrases in italics are performance indicators from the Work Sampling checklists for 1st and 2nd grade.

One fall I used animals as an umbrella theme in my multiage 1st and 2nd grade classroom. The children explored the question, "How do animals prepare for winter?" We examined our own preparations for winter and discovered that our activities fell into several categories: keeping warm, having food, and moving around. Using prior knowledge, books, other media, and community resources, we considered how various creatures prepare for winter.

A field trip to watch the hawk migration from the top of a nearby mountain was the high point of our investigations. The combination of content matter and activities provided me with extensive opportunities to observe children's abilities and skills in seven curriculum areas. For example, various children *used strategies to solve mathematical problems* by figuring out a quick way to count 50 acorns. Some simply sped up their counting, others grouped by 10s. The children guessed how many acorns were in each size jar (small, medium, and large), giving me a good sense of their ability to *make reasonable estimates of quantities*.

One 1st grader worked tenaciously at the easel, painting and labeling a gorgeous red tailed hawk, and pulled me over to see it. This was a wonderful example of a child *using the arts to express and represent ideas, emotions, and experiences*. Children spontaneously wrote stories and poems or drew pictures about the winter habits of various creatures, *showing eagerness and curiosity as learners*. They repeatedly went to the library asking for books on hawks, *demonstrating a sustained interest in tasks or topics over time*.

Emphasizing Evaluation and Documentation

Work Sampling involves two complementary processes: evaluation and documentation.

Evaluation is judging how closely something approximates a standard, whether it is objective and external (for example, "Shows an understanding of fractions, decimals, and percents") or subjective and open to interpretation ("Shows eagerness and curiosity as a learner").

Documentation is the record of what is learned during an evaluation, or the data on which the evaluation is based. It can take many forms: an audiotape of a student's violin playing, a paragraph prepared for a writing assignment, a demonstration of strategies used to solve a mathematical problem, a chart depicting biological growth, or a teacher's anecdotal notes about children's playground interactions.

Unfortunately, many assessments provide evaluation without documentation. For example, when parents are notified of their child's performance on state assessments or other group achievement tests, they typically receive a summary of the percentage or number of correct items on particular "content strands." This tells them very little about what their child can or cannot do, their child's performance during the assessment, or their child's areas of strength or weakness.

Assessments without documentation are blind. But documentation without context also does not illuminate student performance and can be misleading. Lack of specificity and absence of explanation and illustration are among the greatest limitations of norm referenced, group administered achievement tests (Calfee 1992, Meisels 1996, Taylor 1994).

Documentation that does not reflect the classroom context can lead to faulty conclusions. For example, some "performance based" assessments ask students to respond to test probes that may be inconsistent with their classroom curriculum. Many students do poorly on these on demand assessments because of the way the items are constructed, not because they lack skills or because their teachers are not following an appropriate curriculum.

Sensitivity to context requires more than documenting a response by displaying a child's work. How the documentation is obtained is nearly as important as what is documented. Performance assessments that call for students to "show your work" when collected on demand, outside the regular framework of classroom activities, and under unfamiliar or stressful conditions, can yield misleading information about student achievement. These types of assessments are not authentic. They do not show what the child is learning, how the child is learning it, or the quality of the child's work over time.

An Authentic, Systematic Approach

By contrast, authentic performance assessment, such as Work Sampling, documents actual classroom experiences, embedding evaluation in the context of learning (Herman et al. 1992, Wolf and Rearden 1996). Students demonstrate their knowledge and skills in the course of their everyday work by solving problems, doing mathematical computations, writing journal entries, conducting experiments, presenting oral reports, and assembling portfolios of representative work. Authentic assessment is closely linked to teachers' decisions

about what they teach and how children learn.

Integral to Work Sampling is the quality of a teacher's observational skills. Teachers must be capable of the following:

- Understanding individual differences among children
- Connecting these perceptions to a well defined framework of development
- Using these observations to improve instruction and maximize students' learning (Meisels 1994, Meisels et al. 1995a, Wolf et al. 1991).

Teachers using Work Sampling learn to translate their students' work into the data of assessment by systematically documenting and evaluating it, using specific criteria and well defined procedures.

Work Sampling helps teachers forge the connections between student learning and their instruction by comparing their own curriculum objectives with standards of student achievement. This process of integration helps teachers motivate students and promote learning and helps students recognize the relationship between what they are learning and how they are being evaluated.

Documenting Observations

The Work Sampling System uses three forms of documentation: checklists, portfolios, and summary reports.

1. *Checklists* for each grade (preschool 5th) list classroom activities and expectations that are developmentally appropriate and learner centered. Each checklist covers the seven major curriculum areas. The performance indicators included in the checklists are derived from national and state curriculum standards.

As Figures 1 and 2 show, each skill, behavior, or accomplishment is presented in the form of a one sentence performance indicator (for example, "Understands and interprets a story or other text"). The checklist's 3 level mastery scale *Not Yet*, *In Process*, and *Proficient* helps teachers trace each student's performance. This structure is appropriate for diverse populations, including students with special needs.

Figure 1. Language and Literacy		F	W	S
A. Listening				
1. Listens for meaning in discussions and conversations	Not Yet	___	___	___
	In Process	___	___	___
	Proficient	___	___	___
2. Follows directions that involve a series of actions.	Not Yet	___	___	___
	In process	___	___	___
	Proficient	___	___	___

B. Speaking				
1. Speaks easily, conveying ideas in discussions and conversations.	Not Yet	___	___	___
	In Process	___	___	___
	Proficient	___	___	___
2. Uses language for a variety of purposes	Not Yet	___	___	___
	In Process	___	___	___
	Proficient	___	___	___
From the <i>Work Sampling System Developmental Checklist—First Grade</i> . The checklist provides for fall (F), winter (W), and spring assessments (S).				

Figure 2. Mathematical Thinking		F	W	S
A. Approach to mathematical thinking				
1. Uses strategies flexibly to solve mathematical problems	Not Yet	___	___	___
	In Process	___	___	___
	Proficient	___	___	___
2. Communicates mathematical thinking using oral or written language	Not Yet	___	___	___
	In process	___	___	___
	Proficient	___	___	___
B. Patterns and relationships				
1. Uses the concept of patterning to make predictions and draw conclusions	Not Yet	___	___	___
	In Process	___	___	___
	Proficient	___	___	___

2. Uses sorting, classifying, and comparing to analyze data	Not Yet	—	—	—
	In Process	—	—	—
	Proficient	—	—	—
From the <i>Work Sampling System Developmental Checklist—First Grade</i> . The checklist provides for fall (F), winter (W), and spring (S) assessments.				

Accompanying each checklist area are detailed developmental *guidelines* (fig. 3), which explain the meaning and significance of each performance indicator and outline reasonable expectations for children at different ages. Examples show several ways children might demonstrate the skill or accomplishment represented by the indicator. The guidelines promote consistency of interpretation and evaluation among different teachers, children, and schools.

Figure 3. Section of 1st Grade Guidelines

II. Language and Literacy

A. Listening

1. Listens for meaning in discussions and conversations.

Six-year-olds are acquiring the ability to listen to the ideas of others and to listen as a way of gaining information. Because interest is a key factor in their listening ability, six-year-olds easily listen for pleasure and enjoyment. They can often sit for extended periods of time listening to a “good” story, but will squirm and fidget if asked to attend to something that does not immediately capture their interest. Examples of how they demonstrate listening skills include:

- responding appropriately to a presentation (for example, asking a relevant question after listening to a friend's story);
- hearing a story about a family that moves to a different country and relating a personal anecdote;
- retelling what is heard after a story is read aloud or following another kind of presentation.

From the *Work Sampling System Developmental Guidelines: First Grade Through Fifth Grade*, 3rd edition, 1994, J.R. Jablon, S.J. Meisels, D.B. Marsden, and M.L. Dichtelmiller (Ann Arbor, Mich.: Rebus Planning Associates, Inc.)

These guidelines and checklists incorporate information from many sources, including state and national standards. Teachers can create a profile of each student's progress in developing skills, acquiring knowledge, and mastering behaviors that are central to personal and social development and academic success.

2. *Portfolios* illustrate students' efforts, progress, and achievements in an organized and structured way. Work Sampling portfolios include two types of work: core items and individualized items. Core items exemplify how a child functions throughout the year in five domains language and literacy, mathematical thinking, scientific thinking, social studies, and the arts. A core item represents a particular area of learning within each domain. For example, in mathematical thinking, an area of learning could be "using logic and reasoning to solve and explain mathematical problems" in which the core items might consist of drawings, lists, diagrams, charts, or written descriptions of the solution.

Individualized items reflect a child's goals, interests, and abilities in various curricular areas. For example, an illustrated science journal entry might show how the child wrote, painted, tallied, and summarized an investigation. An individualized item may also represent a significant event, such as a child's first attempt at acrylic painting or a short story. Such items often reveal many aspects of learning, thinking, and performance. A student's journal entries, for example, show how the child is able to express ideas, organize written text, spell, and use vocabulary. Journal entries also give insight into the child's personal and social development by revealing daily events, interests, and attitudes (Meisels et al. 1994).

Moreover, Work Sampling portfolios are meaningful to students; they not only shed light on qualitative differences among students' work, but also enable children to take an active role in evaluating their own work.

By compiling and discussing portfolios together, teachers and children make instructional decisions. Each portfolio parallels classroom activities, leads to new activities based on the child's progress and interests, and provides a cross section of classroom life that is easy to interpret. By contrast, more typical, unstructured portfolios are mere collections of student work that often do not clearly show student progress, accomplishments, and participation in the class.

3. Summary Reports replace conventional report cards as a way to inform parents and record student progress for teachers and administrators. These reports transform information from teacher observations, checklists, and portfolios into evaluations of student performance across all curricular areas. Teachers complete the reports three times per year, writing a narrative of their judgments and completing brief rating scales. Reports are available in both paper and electronic versions. Summary Reports translate the rich information documented by Work Sampling into *easily understandable* evaluations for students, families, and other educators.

Learning to See

To recognize student growth and learning, teachers must be willing to examine their own teaching and their ability to watch children closely and systematically. From the start, Work Sampling professional development activities guide teachers in learning how to transform observations into reliable documentation and evaluation. We encourage teachers to collaborate with one another as they use our materials, and we are committed to long term follow up and support.

To experience the impact of this approach, we return to Vermont teacher Charlotte Stetson's observations, which show what she learned about her 1st and 2nd graders' abilities and skills in three curriculum areas:

Language and literacy. I heard children discussing how to make a curved beak out of clay, which made me realize that they *listen for meaning in discussions and conversations*. One child drew and wrote about what the people and creatures in *Blueberries for Sal* were doing to prepare for winter. She *understood and interpreted information from the story* that we had read.

Scientific thinking. One little girl went on a nature walk to collect some winter nesting materials for a mouse and returned with long grasses, fluffy milkweed down, and

crinkly leaves. She was *observing characteristics and behaviors of living and non living things*. A classmate of hers drew a bear inside a large black circle and wrote, "bears sleep," letting me know that he could *communicate scientific information in various ways*.

Social studies. I interrupted a song with the lyrics "People affect the whole world with their bad habits" to ask what this means. One child explained that "they push their old cars over river banks," *recognizing how people affect their environment*. Another child drew many lines through an odd shaped outline and dictated to me, "This is a map of birds migrating." This gave me ample evidence that this 1st grader had gained an *early understanding that maps represent actual places*.

These observations show how assessment complements instruction and how this teacher keeps track of her curriculum and her students' varied work.

Looking at Results

How effective is Work Sampling? A recent study of the system's reliability and validity with 100 kindergartners used a psychometric design in which children who were enrolled in classrooms using the system were also given individually administered, norm referenced assessments in the fall and spring (Meisels et al. 1995b). In addition, their teachers completed a behavior rating scale in the spring. Results showed that the checklist and summary report (including portfolio ratings) had very high internal and moderately high interrater reliability.

Moreover, the Work Sampling System accurately predicted performance on the norm referenced battery of individually administered achievement tests, even when the potential effects of gender, age, and initial ability were controlled. Overall, this study provided initial empirical support for the reliability and criterion validity of the system with young children.

Linking Instruction and Assessment

For too long, assessment and instruction have been adversaries. Teachers say that they cannot teach as they wish because they spend time preparing their students and modifying their curriculums to conform to items that will appear on mandated achievement tests. Policymakers say that they need objective information to show what students are learning and what teachers are teaching, even if the indicators provided to teachers are inconsistent with educational practice and are seriously flawed in other ways.

With authentic performance assessments such as Work Sampling, these conflicts can be resolved. In this approach, educators design instructional objectives for teaching and learning, as well as for evaluation. *The data from instruction are the data of assessment*. The documentation is a combination of the student's work; the teacher's detailed records of student performance that are linked to national, state, and local standards; and the teacher's and student's reflections on classroom activities.

By placing assessment in the hands of teachers and embedding it in active curriculum making, we remove the mystery from evaluation and confer new meaning on the entire assessment process. Linking assessment and instruction enhances teaching and improves student learning.

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Measuring Children's
Progress from
Preschool Through
Third Grade

Prepared for The National Early Childhood Accountability Task Force

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MEASURING CHILDREN'S PROGRESS FROM PRESCHOOL THROUGH THIRD GRADE

More and more states are answering the call to provide preschool programs for children, particularly those at a higher risk of academic failure. By the 2004-2005 school year, 38 of the 50 states had funded programs for four-year-old children (Barnett, Hustedt, Robin, & Schulman, 2005). By the end of end of 2006, state spending on such programs for these children was more than three billion dollars with almost 950,000 children enrolled (Barnett et al., 2007). With such large investments and so many children involved,, states want to be assured that this investment is making a positive difference in children's readiness for school.

On average, children who have preschool experiences enter kindergarten with more academic skills than those who do not, but preschool does not ensure that all children will have the skills needed for success in kindergarten (Denton, Germino-Hausken, & West, 2000). Variation in quality of care and support for learning (i.e., different instructional opportunities) is associated with different outcomes for children. (Belsky et al., 2007; Burchinal & Cryer, 2003; Burchinal, Peisner-Feinberg, Pianta, & Howes, 2002; National Institute of Child Health and Human Development [NICHD] Early Child Care Research Network [ECCRN], 2000; Peisner-Feinberg et al., 2001). Evaluating the effectiveness of preschool programs in supporting children's readiness is challenging for states. Evaluation efforts are hindered by concerns about what should be measured and how it should be measured..

Policymakers are concerned not only about the immediate effects of this investment, but also the long-term effects on the performance of children in elementary schools and beyond. However, congruence or alignment between beginning elementary school expectations and what happens in preschools is limited (Scott-Little & Martella, 2006). Monitoring the effectiveness of programs in preparing children for success in kindergarten and beyond requires that the assessed criteria be aligned in ways that allow examination of change over time. Assessments need to be aligned with state standards, that in turn should align vertically, horizontally, and temporally (Kauerz, 2006).

This paper will discuss the measurement of child outcomes in the context of evaluating the effectiveness of preschool programs for children. Little is known about how individual districts and states are evaluating early childhood programs, so this discussion will highlight some of the ways in which this challenge is being addressed. After a brief discussion of the importance of focusing on the whole child rather than just their language and cognitive domains, most of the paper will explore what is known about current assessment methods used with young children. Problems related to relying solely on traditional, on-demand standardized tests to assess achievement of young children will be explained. Although young children who are English Language Learners (ELL) represent an increasing proportion of preschool children, it is beyond the scope of this paper to discuss in-depth the issues involved in assessing these children (see Lazarin, 2006 for some discussion of K-12 efforts). Observational measures that span the preschool to elementary age range offer an alternative to direct testing. The use of these measures in formative evaluation efforts will be discussed with the caution that high stakes should never be attached to these measures. Using a multimethod approach would provide a richer portrayal of children's performance. Innovative and alternative approaches to assessment used by some

states will be highlighted, and concerns about reliability of teacher judgments discussed. The paper concludes with a brief discussion of measuring classroom quality and recommendations for next steps.

CONTENT OF ASSESSMENTS

Early childhood traditionally has assessed children by developmental domains examining key expectations or milestones in cognitive, social-emotional, language, approaches to learning, and fine and gross motor development. In elementary and secondary schools, the focus often shifts to an examination of specific academic areas, with an emphasis on literacy, mathematics, and science. With the stakes for academic achievement increasingly high at the elementary level, this emphasis on cognitive development has led to a similar narrowing of focus in preschool assessments, and little attention has been paid to the interdependence of other types of development in early childhood. However, a child's readiness for success in school is dependent upon more than their cognitive abilities, so social-emotional, motor, and other developmental areas also should be assessed for this age group (Hair, Halle, Terry-Humen, Lavelle, & Calkins, 2006).

Few measures are available for direct measurement of physical development in the preschool years. Direct measures of motor development are often a part of screening instruments, and usually require space (for gross motor assessments) and equipment. This area seldom receives attention in evaluating preschool environments.

Evidence for the importance of approaches to learning and the social-emotional domain in early development have continued to build in the past decade (Agostin & Bain, 1997; Hauser-Cram, Warfield, Shonkoff, & Krauss, 2001; Henricsson & Rydell, 2006; Ladd, Birch, & Buhs, 1999; Ladd, Kochenderfer, & Coleman, 1997; Meltzer et al., 2004; Pianta, Nimetz, & Bennett, 1997; Raver, 2002; Raver & Knitzer, 2002; Rubin, Coplan, Nelson, Cheah, & Lagace-Seguin, 1999; Shonkoff & Phillips, 2000; Sroufe, 2005; Sroufe, Egeland, Carlson, & Collins, 2005; Tur-Kaspa, 2004). A child's ability to regulate his or her emotions and attention, to persist in the face of challenges, to approach learning with interest and enjoyment, to form friendships, and to interact positively with others are among the skills that have been found to be related to academic as well as social-emotional outcomes. For example, two groups of preschool children with average cognitive ability but different levels of social skills were followed through first grade and had different academic outcomes that year: the children with higher social skills scored significantly higher on tests of academic achievement (Konald & Pianta, 2005). Alternatively, the absence of social-emotional skills and/or presence of problem behaviors such as aggression, hyperactivity, and bullying are related to negative academic as well as social outcomes (Le, Kirby, Barney, Setodji, & Gershwin, 2006). Too much emphasis in preschool programs on cognitive development with too little attention to social and emotional development could lead to negative outcomes for children.

We need to acknowledge the effects that testing can have on curriculum and instruction. An unintended consequence of gathering information solely on academic outcomes is that parents, teachers, and program administrators may not pay enough attention to other critical areas of development (National Research Council, 2001). This may be particularly true for social-emotional development and approaches to learning. Recent longitudinal research suggests that early childhood environments can have long-term negative effects on children's social and emotional development even when the quality of those early environments is rated positively (Belsky et al., 2007). Because more children are spending time in group environments, it is important that we evaluate their social, motivational, and emotional development.

Although the value of examining social-emotional development is clear, the methods for examining these areas are more complex and less developed than the methods for examining early cognitive and

language development. A full discussion of measuring social-emotional development is beyond the scope of this paper, although some instructional measures that include teacher reports of children's social-emotional development will be described. For further discussion of this important topic, see Denham, 2006; Keith & Campbell, 2000; Ladd, Herald, & Kochel, 2006; Meisels, Atkins-Burnett, & Nicholson, 1996; Printz, Borg, & Demaree, 2003; and Raver & Zigler, 2004. Information about reliability and validity evidence for some measures used in research as well as published measures is available on the internet (Berry, Bridges, & Zaslow, 2004). Additional direct measures, particularly of self-regulation, are currently under development and will be important additions to our understanding of children's ability to benefit from the learning environment (Blair & Razza, 2007; Carlson, 2005; Denham, 2006; Riggs, Blair, & Greenberg, 2003; Smith-Donald, Raver, Hayes, & Richardson, in-press).

DIRECT ASSESSMENTS

Norm-referenced on-demand standardized tests are the most commonly used assessments in program evaluation and accountability efforts. They provide a common framework for making comparisons among programs and children, and can be administered by an outside evaluator providing more objectivity to the measurement. However, direct assessments can be problematic for measuring outcomes with young children. They are not valid for all children, often lack congruence with curriculum, and have added measurement error in young children.

Group Administration. Direct assessments usually are administered individually to young children, although some group administered assessments are available for early elementary school. Districts often prefer the standardized tests because they consider them more objective and consider it more cost-effective to administer a group assessment than to test children individually in first through third grade. However, there are problems with this approach. Although by first grade, differences in the reliability of a group- versus individually-administered standardized test are not detectable in the standard errors, questionable validity is evident in observations of children taking the tests (Atkins-Burnett, Rowan, & Correnti, 2001). Even though children in first grade receive much of their instruction in group settings, the group administration of tests leads to behaviors that increase both the number of omissions (skipped items) and the frequency of multiple answers on items, even when tests are given in smaller group settings (Atkins-Burnett, Rowan, & Correnti, 2001). These problems with attention to task and staying on the correct item lead to underestimates of the ability of the middle- and lower-performing children.

Given these problems, tests for children in kindergarten and first grade include more items to assess a specific area than would be necessary with older children. In order to attain adequate reliability estimates. For example, on the TerraNova (CTB/McGraw Hill, 1997), one of the most widely used standardized assessments in elementary schools, the mathematics form for third graders has 30 items, while the form for first graders has 47 items. Shorter survey forms are available only for third grade and beyond, while first and second graders need to complete the lengthy basic test battery. These longer tests tax young children who experience fatigue and lose focus when responding to the unfamiliar format of standardized assessments. In addition, these group-administered assessments are grade specific and often have problems with the ceiling and floor of the tests.

The best measurement on a test occurs when the items are targeted specifically to a child's ability. Assessments that are group-administered work best with children who are average, that is, in the middle of the scale. Information about children who are most at risk for academic failure—typically those in poverty with more limited experiences and less opportunity to learn outside of school—is sparse and less reliable because the measurement error is greater at the ends of the distribution.

At both ends of the distribution, the item gradients often are very steep, making it difficult to assess progress reliably. On some standardized measures, a difference in performance on one or two items can

cause large changes in standard scores at the ends of the continuum (Meisels & Atkins-Burnett, 2000). This is particularly problematic on grade-specific (usually group-administered) assessments. For example, on the Terra Nova (CTB/McGraw Hill, 1997), a maximum score on the mathematics test in first grade would assign a child a standard score of 680. If, in second grade, the same child got one item incorrect, he or she would have a standard score of 646–661 (depending on which item was missed). The difference between the two scores makes it appear that the child has lost skills. In the middle of the first- or second-grade mathematics scale, a correct or an incorrect response to one more item means an average difference of about 5 standard score points. At the low end of the scale, missing one item (or getting an additional item correct) can change a score by more than 40 standard score points.

In addition to questions about reliability, the overlap and vertical alignment (grade-to-grade alignment of content) between forms on standardized tests at successive grade levels often is poor to nonexistent. This is particularly problematic when assessing children at either end of the continuum, because there may not be items available to measure where they are on the scale. At the lower end of the continuum, there are those who may be working on skills or behavior learned by others the previous year, while at the upper end, there are those who may be improving their knowledge from the year beyond their current placement.

Group tests often are administered by the classroom teacher, and in these cases limited availability of alternate forms and the security of test forms become additional issues. It is difficult for many teachers to understand that the tests are designed to sample information and behaviors that are representative of the behaviors and knowledge in a domain. If the specific information in a particular item is taught, those items are no longer representative of the domain and so are no longer a good measure of the child's ability in that domain. When the stakes are high, the temptation to teach to the test items also is high (Domenech, 2000; Pedulla, et al. 2003; Porter & Olson, 2003; Stecher & Barron, 2001). Teaching the specific content of the test has been reported more frequently among elementary school teachers than among middle or secondary school teachers (Pedulla et al., 2003), suggesting that it could be very prevalent among early childhood teachers.

Individual Administration. In preschool and kindergarten, individual test administration is recommended and is most typical. Several different types of assessments are available including content specific assessments (such as the Test of Early Reading Ability–3rd Edition [TERA-3; Reid, Hresko, & Hammill, 2001]; and the Test of Early Mathematics – 3 [TEMA-3; Ginsburg & Baroody, 2003]), some curriculum-based measures (such as the Individual Growth and Developmental Indicators [Missall & McConnell, 2004; Missall, McConnell, & Cadigan, 2006]; Dynamic Indicators of Basic Early Literacy Skills [DIBELS; Good & Kaminski, 2002]), standardized performance-based probes (such as the Early Literacy Advisor [ELA; Bodrova & Leong, 2001], and adaptive assessments (such as the Woodcock-Johnson Tests of Achievement III [WJ III; Woodcock, McGrew, & Mather, 2001]). Longer content-specific tests such as the TERA-3 and the TEMA-3 can take 45 minutes to administer to a single child and provide information on only one content area, so these are seldom used in large-scale program evaluations.

Curriculum-based measures (CBM) are designed to be administered frequently as ongoing monitoring tools. CBM, such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS; Kaminski & Good, 1996) and Get It, Got It, Go (McConnell, 1998), typically are fluency measures that can be administered quickly (less than five minutes) and have multiple items or forms. They are designed as quick indicators of children's status and growth, rather than comprehensive measures (McConnell, Priest, Davis, & McEvoy, 2000), and they are created for areas that have been predictive of later outcomes, such as vocabulary and letter naming. CBM typically are administered by the classroom teacher, but sometimes

by outside examiners. They are more prevalent for the assessment of language and literacy skills than for math skills in early childhood, although new efforts are being made to create CBM for this domain as well (Fuchs, Fuchs, Compton, Bryant, Hamlett, & Seethaler, 2007; VanDerheyden, Broussard, Fabre, Stanley, Legendre, & Creppell, 2004). As these are developed, it will be important for them to examine concepts that have predictive validity, such as number constancy, magnitude judgments, and other number concepts and applications (Fuchs et al., 2007; Mazzocco & Thompson, 2005). Some research suggests that single time-points of CBM, even at third grade, are not reliable enough to be used in evaluation, and that CBM with third graders lack evidence of validity unless more than one administration is aggregated (Jiban & Deno, 2007).

Get It, Got It, Go (GGG; McConnell, Priest, Davis, & McEvoy, 2002) is a CBM designed specifically for 3 to 5 year old children. It assesses expressive vocabulary (picture naming), rhyming, and initial sounds (alliteration). CBM such as GGG are evaluated according to “the extent to which they (a) measure important outcomes for children; (b) can be used efficiently and economically; (c) are standardized and replicable; (d) rely on generalized or ‘authentic’ child behaviors; (e) are technically adequate; and (f) are sensitive to growth and change over time and to the effects of intervention” (Missall & McConnell, 2004, pp. 3-4). GGG tasks are free, are designed to be administered in five minutes. The developers report evidence of test-retest reliability ($r=.44$ to $.89$), moderate to strong concurrent validity with other measures ($r=.56$ to $.79$), and ability to show developmental changes (correlations of $.41$ to $.60$ between children’s scores and chronological age; growth curve analysis found 76% of variance in a child’s score was related to chronological age) (Missall, McConnell, & Cadigan, 2006).

One concern about CBM is that the timed aspect of the administration may increase measurement error for some children. For example, the picture naming task involves using 4 of approximately 120 picture cards to teach the task of naming a picture and the remaining cards are shuffled and shown to the child one at a time (random sample of cards presented each time). The score is the number of cards that the child correctly names in one minute. Children who have more difficulty with processing, and those with more limited vocabulary would be expected to have lower scores. However, sometimes children who are highly verbal score poorly because they want to talk about each picture as it is presented, rather than just name it. As a result, they are not able to name enough pictures in the allotted time to achieve a score that reflects their extensive vocabulary. Inexperienced assessors may have difficulty in keeping some children on task. In addition, more research is needed (in particular, about the meaning of CBM scores and growth, number of time points needed for reliable measurement in preschool; and timeframes for data collection) before CBM can be helpful for program evaluation.

Standardized Performance-based Assessments that involve standard probes for tasks administered to children are more common in the elementary school years; there are no direct performance-based measures that span preschool to third grade. The Early Literacy Advisor (ELA; Bodrova & Leong, 2001) is a preschool to kindergarten measure has been used as an accountability measure for kindergartens by at least 30 districts (Bodrova & Leong, 2001). The ELA is unique in its use of technology to provide feedback and recommendations to teachers based on the child’s performance. However, because it is designed for children who are 4 to 6 years old, its use in elementary schools is limited.

Adaptive assessments are designed to measure children’s knowledge and skills longitudinally. These tests present items in order of difficulty, and most of them establish starting and stopping rules for children based on the child’s performance on the tests, thus targeting items to the child’s level. This allows the test to be brief enough that the child’s attention and fatigue do not interfere with the reliable assessment, while still providing enough items for strong measurement of an area. The measurement error on an instrument is lowest when the items are targeted to the child’s ability. Many large-scale studies use instruments that are adaptive; usually they use ceiling and floor rules, such as those found in

the scales from the Woodcock-Johnson Tests of Achievement III (WJ III) and the Peabody Picture Vocabulary Test Fourth Edition (PPVT-4). The WJ III and the PPVT-4 are two of the few instruments that have established norms for children age two through elementary school (and beyond), so large-scale studies of early childhood often use the PPVT and the WJ III Letter-Word Identification and Applied Problems tests. The most recent revision of the WJ III was standardized with a larger sample of preschool children than the previous version (N=963 children 2 to 4 years old), increasing the reliability of the norms. The most recent PPVT-4 has revisions that improve its appropriateness for younger children. The newest version is in color and improved the representation of word types (such as naming, categories, and attributes) across levels of difficulty, thus providing a stronger indication of children's general knowledge and cognition.

Because they target children's skill levels, each of these adaptive tests can be administered to young children in less than 10 minutes, but they do not address the full range of language and literacy or mathematics goals included in state and national standards, nor do they capture skills and processes in other academic content areas. These scales often have been found to be predictive of school achievement (although the predictive validity is not as strong from preschool estimates as from those in elementary school), making them useful for policymakers who want to know the likelihood that children will be successful in school. However, the tests also show strong associations with socioeconomic status and may not reveal whether a preschool program is supporting children across the developmental domains. The tests also do not provide information to teachers and programs about areas of strengths and weaknesses in the curriculum or in the children's development. The dilemma is that more comprehensive, longer assessments tax the energy and attention span of young children; currently available standardized tests are either not comprehensive enough, or they are too lengthy (for reviews, see U.S. Department of Health and Human Services, 2002).

The challenge in creating a comprehensive measure that does not take an inordinate amount of time to administer is to find items in the different strands or areas of learning that also tap a range of levels of difficulty. By including different types of words across the range of difficulty, the PPVT-4 has made a step forward in increasing the comprehensiveness of the preschool items. To create adaptive measures of development that are brief, yet comprehensive, one needs to use items that are different from those found in a diagnostic test. On a diagnostic test, the goal is to assess areas in which a child is strong or weak, so the items must be independent of performance in other areas. For short comprehensive measures of development, the most desirable items assess more than one area in that domain (for example, number concept and spatial reasoning).

Given the growth in early childhood assessment efforts in the past decade, we are in a strong position to create shorter, more comprehensive, adaptive cognitive assessments. Item response theory (IRT) (Embretson & Hershberger, 1999; National Research Council, 2001; Van der Linden & Hambleton, 1997) has made it possible to improve the way we measure young children by targeting items to their ability level. IRT uses information on all of the items and all of the children's responses to estimate, through an iterative process, item difficulty and the ability of the child with respect to the domain being measured. The PPVT-4 and the WJ III used IRT to design the tests. Information from IRT analysis of items allows the creation of comparable alternate measures, and allows us to compare children who take different versions of tests.

The PPVT-4 and WJ III use starting and stopping rules to target items. An alternative way to develop an adaptive assessment is to use a two-stage design similar to that used in the measures

developed for the Early Childhood Longitudinal Studies.¹ Adaptive testing was used both in the Early Childhood Longitudinal Study—Birth Cohort (ECLS-B) and the Early Childhood Longitudinal Study—Kindergarten Class of 1997-98 (ECLS-K) to assess a range of skills based on national standards. The ECLS-B recently conducted a study to place the items from ECLS-K and ECLS-B on the same scale. This will allow continued longitudinal assessment of the children of ECLS-B as they enter elementary school and also will allow a comparison of the ECLS-B children as kindergartners with the ECLS-K kindergartners. Using a similar procedure, two-stage adaptive assessments could be developed that have adequate overlap of items and could be administered to all children. This would allow us to measure performance across the entire early child period. A bank of comprehensive items could be developed and field-tested with different age/grade levels to create a strong longitudinal scale. However, this is an expensive development process and would most likely require a pooling of resources as states collaborated on this endeavor.

In developing these assessments, one must consider additional factors. For instance, it is faster and easier to administer assessments to young children if the items allow them to choose among several answers. On the other hand, this approach usually requires a more complex three-parameter measurement model² and larger samples of children to develop the scale. Analysis of differential item functioning also is needed to ensure that the instrument is valid for the diverse population of children in the United States. To be used for evaluation or accountability, the measure needs to be kept secure so that the actual test items are not taught. Using outside evaluators to administer the assessments to the children would help both to maintain security and guard against effects of assessor bias; however, unfamiliar assessors can present challenges to young children.

Using IRT allows the creation of an interval scale. With the collection of data at multiple time points, growth curves can be examined. It is these changes in the growth curve that is of particular interest in evaluating the effectiveness of preschool programs, so a sample of children should be followed for at least three points of measurement with the same adaptive measure. Matrix sampling of children and/or domains assessed (Childs & Jaciw, 2003; National Research Council, 2001; Popham, 1993) can help to contain the cost of this approach so that financial resources can be invested in making better use of curriculum-based and observational assessments in a multimethod approach to evaluation. Although measurement of individual students is poor if matrix sampling of items is used and thus individuals cannot be compared, such sampling provides a broader level of information about the quality of the curriculum than standardized assessments of preschool children currently used in evaluation and accountability efforts.

CHALLENGES AND CONCERNS ABOUT DIRECT ASSESSMENTS

For young children, the validity of direct, on-demand tests must be considered against what is known about the child from other sources (such as the observational measures discussed later). A score on these direct tests may tell only the extent to which the child is familiar with a given type of question or task, or has the ability to stay focused on the task (Meisels & Atkins-Burnett, 2006; Meisels, 1994). Young children have a more limited response repertoire – preschool and kindergarten children are more apt to show than tell what they know (Scott-Little & Niemeyer, 2001). They also may have difficulty responding to situation cues and verbal directions, particularly the more complex, multi-step directions

¹ Two-stage adaptive tests involve a small initial set of items administered to all children that are used to target the specific level of those who will be assessed more carefully in the second stage. This procedure was used in the ECLS-K direct assessments of children's cognitive and academic skills.

² Three-parameter models adjust for different discrimination of items and for the added measurement error involved in multiple choice tests (probability that a child guessed correctly).

(Meisels & Atkins-Burnett, 2006). *What* is being measured may be confounded by *how* it is being measured. Young children are not familiar with the structure of test questions, and test formats pose cognitive demands that may be unrelated to the criteria being assessed. Children may not understand what it means to weigh alternatives; for example, when questions ask them to ‘choose the best answer,’ young children may choose the one that is most attractive to them even if they know it is not the correct answer to the question. Also, language demands may obscure what is being assessed. Young children may not be able process negatives or subordinate clauses, or they may focus only on the last part of a question. While these cognitive demands relate to a child’s ability to process language, they do not say anything about a child’s knowledge in the content being assessed when other areas are the focus.

Temperament and experience also can influence a child’s performance on standardized tests. For instance, many parents who have asked their preschool child to do something as simple as saying “hello” or waving to someone will tell you that sometimes the child will do it, and sometimes they won’t. In addition, many young children will respond or not to a question or a demand, depending on their relationship with the adult who is asking the question. A child who responds readily to a parent may not respond as readily to an adult administering an assessment if the adult is unfamiliar.

Culture also can shape a child’s perception of, and thus her response to, questions. In some cultures, direct questions, or questions to which the answer is obvious are considered rude, thus making a child uncomfortable if asked such questions in an assessment. In such cases, a failure to respond should be interpreted as a temperamental or cultural norm, not as an indicator of inability or limited knowledge.

In addition to being inconsistent with some home cultures, the questioning found on standardized tests may be inconsistent with the approach to classroom curriculum. More traditional early childhood curricula – as well as curricula such as the Reggio Emilia and the Project Approach – build on children’s interests and creativity. Children who experience this type of pedagogy may not be comfortable answering disconnected questions, and may not respond to questions in areas that are not of interest to them. Children in these types of programs typically perform well on a standardized assessment only if they come from home environments that utilize direct questioning, but if not, they are less apt to respond to standardized assessments. Although they may have the skills being assessed, they may not be willing or able to respond to the out-of-context questioning style of norm-referenced standardized tests (Fagundes, Haynes, Haak, & Moran, 1998; Laing & Kamhi, 2003; National Research Council, 2001). Under such circumstances, on-demand standardized assessments may be less a measure of what children know and can do and more a measure of how well children have acculturated to this type of questioning and on-demand performance.

These various problems may not be indicated by the traditional ways of documenting validity (concurrent, construct) because children usually are consistent in approaching this type of task and therefore the responses on different direct measures will be correlated. Some of these temperament and culture-based problems can lead to lower predictive validity (as is evident in preschool measures) because as they become acculturated to test-taking; the scores increase commensurate with the children’s true ability. Performance on direct assessments typically show lower correlations with teacher judgments of children who are not good test-takers, since teachers are able to rate children based on a wider repertoire of tasks and observations.

Standardized assessments used in early childhood evaluation efforts, many of which are adaptive but draw from a limited set of constructs, show weak predictive validity (LaParo & Pianta, 2000; Konold & Pianta, 2005), and the predictive validity coefficients obtained for early childhood assessments are different from one study to another (Kim & Suen, 2003). Based on a meta-analysis from 70 longitudinal studies, LaParo and Pianta found that, on average, only about 25% of the variance in academic

achievement in the primary grades is predicted by the assessments administered in preschool or kindergarten. Konold and Pianta tried a different approach, using cluster analysis to create profiles from multiple different measures of children at 54 months and analyze the ability of the profiles to predict first-grade achievement. The measures they used in creating the profiles included both social-emotional and cognitive assessments with prior evidence of predictive validity. Once again, variability in development was the rule rather than the exception. The R-square statistics at the aggregate level ranged from .08 to .18 (i.e., 8 to 18% of the variance accounted for) on first-grade measures of the Woodcock-Johnson Tests of Achievement - Revised (Woodcock & Johnson, 1989). Kim and Suen (2003) conducted a generalizability study using hierarchical linear modeling (HLM) with 716 coefficients reported in 44 studies. They concluded that “the predictive power of any early assessment from any single study is not generalizable, regardless of design and quality of research. The predictive power of early assessments is different from situation to situation” (p. 561). Together, these studies warn of the dangers inherent in relying solely on standardized assessments of child outcomes in early childhood. Evaluation and accountability efforts must address more than just how children perform on standardized assessments.

Despite their drawbacks, individually administered standardized assessments have been helpful in large-scale research and program evaluations by raising and providing answers to important policy questions (see, for example, Burchinal et al., 2002; Walston & West, 2004; Yu & Qiuyun, 2005). Specifically, the assessments have been used to demonstrate the positive effects of Head Start and Prekindergarten at the state level (Garces, Thomas, & Currie, 2002; Gormley & Gayer, 2005; Gormley, Gayer, Phillips, & Dawson, 2005; Henry, Gordon, Mashburn, & Ponder, 2001; Henry, Gordon, & Rickman, 2006). These studies used individually administered assessments, and the sample sizes were large enough that the measurement error associated with children’s unfamiliarity with the test format was less of an issue, but care must be taken when interpreting the data.

For instance, when analyzing assessment data, it is assumed that the error is randomly distributed. This may not be the case, however, if one is examining program outcomes for young children, because the wording and tasks on a specific assessment will be more familiar to children in some programs than to children in others. For example, teachers with more education who are familiar with standardized tests, or those using a direct instruction curriculum, may use question formats in day-to-day instruction that are similar to standardized test formats. In tests given to children taught by these teachers, there would be less measurement error than in tests taught by teachers who are not familiar with standardized tests or by those not using a direct instruction curriculum. It is therefore important for researchers to consider whether the measurement error is randomly distributed, or if it is related to the findings of interest.

In addition to measurement error, sample size can affect the interpretation of mean test results. Smaller samples introduce the problem of missing data. Who is present on the day a test is administered can strongly affect findings when the size of a program is small. One or two children who are at one end of the normal distribution of scores and leave the program during the school year can more strongly change the mean score for a classroom or program. When the stakes are high in programs, parents of poorly performing children are sometimes asked to keep their child home on the days the tests are administered so that their scores do not pull down the mean. Therefore, care should be taken in interpreting test results from small samples.

The use of a multimethod approach to program evaluation would provide a more complete indication of child outcomes. The next section will discuss some of the ongoing observational assessment options.

OBSERVATIONAL AND ONGOING PERFORMANCE ASSESSMENTS

Although there are many commercially available assessments, few cover preschool through grade 3. Preschool classroom assessments usually address multiple domains of development and learning, and the most commonly used ones include the Preschool Child Observation Record (COR; High/Scope, 2004), the Creative Curriculum® Developmental Continuum for Ages 3–5 (Dodge, Colker, & Heroman, 2005), Galileo System for the Electronic Management of Learning (Galileo; Assessment Technology, Inc., 2004), and Work Sampling System™ (WSS; Meisels & Jablon et al., 2001). In addition, California recently developed the Desired Results Developmental Profile—Revised (DRDP-R, California Department of Education, 2006). Among these assessments, only WSS and the DRDP-R assess children from preschool through grade 3 on a continuum. The WSS and the DRDP-R are based on standards rather than being tied to a specific curriculum. These assessments will be discussed in more detail in this section. A number of websites and other sources provide additional information about the other preschool assessments (Berry, Bridges, & Zaslow, et al., 2004; NIEER, n.d.; Pai-Samant, et al., 2005; Shillady, 2004).

DESIRED RESULTS DEVELOPMENTAL PROFILE—REVISED (DRDP-R)

California recently developed a curriculum-embedded longitudinal measure to assess development from birth through age 12. The Desired Results Developmental Profile—Revised (DRDP; California Department of Education, 2006) was developed in alignment with the California learning standards and the research base on developmental levels. IRT was used to assign performance level indicators to different forms and to create scale scores for tracking progress across as well as within forms. All teachers in programs funded by the Child Development Division are required to complete the DRDP-R for the children in their program. Scale scores are created from the submitted ratings, and the data are aggregated for reporting to the state.

Content. The preschool form includes 36 items (or measures, as they are termed in the DRDP-R) that assess development in the following domains: social-emotional, language, cognitive (including literacy and mathematics), and physical (gross and fine motor, health and safety). Each item includes a rubric with a description and exemplars for each of four ratings: exploring, developing, building, and interpreting. On the basis of documented classroom observations, the teacher determines the level at which a child easily, confidently, and consistently demonstrates these four behaviors over time and in different settings. Teachers can check “not yet at this level” if a child is not yet ‘exploring’; they also can indicate whether a child is ‘emerging’ to a next level. Teachers rate children only on developmentally appropriate indicators. Teachers and parents can see the developmental progression on charts that trace results over time from infancy through age 12. There is a separate form with guidance on assessment adaptations for children with disabilities.

Psychometrics. Because the DRDP-R is a very recent development, the psychometric information on it is limited. Preliminary data presented at recent conferences (Wilson et al., 2006) indicate high reliability of the scales, and that there is inter-rater agreement about the difficulty of items on adjacent forms.

Spanish versions of the DRDP-R are under development, as are additional revisions to align more closely with the newly drafted state Preschool Learning Foundations (California Department of Education, April 9, 2007).

Training. Training is available for teachers on how to document observations and make the ratings on the DRDP-R.

WORK SAMPLING SYSTEM™ (WSS)

The Work Sampling System™, or WSS, (Meisels, Jablon, Marsden, Dichtelmiller, & Dorfman, 2001) is a standards-based, curriculum-embedded performance-assessment system. It is designed to be an ongoing collection of evidence of children's knowledge, skills, and behavior in a variety of classroom contexts. The WSS includes developmental guidelines and checklists, a focused collection of children's work, and summary reports. The developmental guidelines describe development on indicators from preschool (3 years old) through grade 3.

Content and Features. The WSS addresses language and literacy, mathematics, science, social studies, art, physical development, and social-emotional development (including approaches to learning). The most recent version reflects the changes in standards in the last decade. The language and literacy area includes indicators for listening, speaking, reading, writing, and spelling. The mathematical thinking area includes indicators for the areas addressed in the National Council for Teachers of Mathematics (NCTM) standards. Both concepts and procedures are addressed in the indicators. The scientific thinking area covers how children show evidence of understanding and of using the scientific processes of observing, describing, recording, posing questions, making predictions, forming explanations, and drawing conclusions. The social studies section includes indicators of a child's knowledge, skills, and understanding of the similarities and differences between people, roles, rules that govern behavior, and the environment around them. The arts section includes indicators of children's expression and representations of dance, drama, music, and the visual arts. The section on physical development addresses both fine and gross motor development, as well as health and safety indicators. The personal and social development section addresses a child's self-concept, self-control, approach to learning, social problem-solving, and interaction with adults and other children.

In addition to the regular preschool WSS guidelines, there is a Work Sampling for Head Start (Dichtelmiller, Jablon, Meisels, & Marsden, 2001), and several states (e.g., Arizona, Florida, Illinois, New Jersey, and New York) have created their own version of WSS, or cross-walks of their state's early learning standards to the WSS. The WSS also is available online. Known as Work Sampling Online (WSO), this feature allows teachers and administrators to generate reports easily based on the ratings that teachers enter. It also allows them to create customized child reports easily and aggregate summaries of outcomes (*T.H.E. Journal*, 2002). Strengths and weaknesses of a program can be examined by using the aggregated data.

One of the strengths of the WSS is that it allows users to examine the same areas (for example, number concepts) from preschool through the third grade. The developmental guidelines provide exemplars for each year or grade; this helps teachers to identify the level of skill expected of children at a given grade level and also to see how the skills in one year build upon previous skills, knowledge, or behavior (the developmental progression). Each indicator has several examples, thus showing the variety of ways in which a child may demonstrate the skill, knowledge, or behavior. Using multiple observations of a child and information gleaned from work samples, the teacher rates the child on the developmental checklist for different skills, knowledge, or behavior as "not yet," "in progress," or "proficient." Information from both the portfolio (focused collection of work samples) and the developmental checklist are summarized on the Summary Report at least twice a year. In addition to rating current performance, the teacher rates the child's progress in each area in the Summary Report.

Psychometric Information. The WSS does not provide a scale score or norms. Several states have devised ways to create scores from the developmental checklists. The reliability and validity of the WSS have been examined on the basis of ratings given by teachers in both the developmental checklists and the summary reports. Most of the WSS psychometric work has been done with the kindergarten through third-grade versions.

The reliability and validity of the WSS were examined in a study with experienced teachers (K-3) in low-income urban schools who had both received training in WSS and implemented the assessment system for at least two years (Meisels, et al., 2003; Meisels, Bickel, Nicholson, Xue, & Atkins-Burnett, 2001; Meisels, Xue, Bickel, Nicholson, & Atkins-Burnett, 2001). The teacher ratings on the WSS language and literacy and mathematical thinking sections were moderately to strongly correlated with the children's performance on the corresponding scales of the Woodcock-Johnson Revised Tests of Achievement (WJ-R; Woodcock & Johnson, 1989). In kindergarten and first grade, the scores from the teacher ratings on the checklist demonstrated a unique contribution to the prediction of the spring standard scores on the WJ-R, even after controlling for the fall WJ-R score and the child's age, race, ethnicity, and poverty status.

Parents and teachers expressed satisfaction with the assessment system and agreed that children benefited from the use of the WSS (Meisels, Bickel, et al., 2001; Meisels, Xue, et al., 2001). Analysis of children's academic achievement in subsequent years suggested that the children's involvement in the WSS facilitated continued progress over time. In a matched sample study (no random assignment), children in schools that used the WSS in kindergarten through third grade had greater gains in achievement in the fourth grade than children in classrooms most closely matched on demographic characteristics, as well as children in the remainder of the same grade classrooms in the school district (Meisels et al., 2003). For two reasons, these results should be interpreted cautiously, however. First, other curriculum initiatives were taking place in this district at the same time. Second, the study design raises concerns about selection bias and poor comparability on baseline achievement. Nonetheless, the findings do suggest that the WSS could support innovations in curriculum by focusing the teacher's attention on a child's progress in that particular curriculum.

Evidence of inter-rater reliability is not available for the current edition of the WSS or for all age/grade levels. High inter-rater reliability was found between kindergarten teachers on the Summary Reports using an earlier version of the WSS (Meisels, Liaw, Dorfman, & Nelson, 1995). The raters used both a child's portfolio collection and the teacher ratings on the developmental checklists to complete the Summary Report ratings for a child.

Training. The WSS provides a teacher's manual and other materials to help teachers understand how to do focused observations, how to document their observations and the work samples they collect, and how to report on what they know about the child in the Summary Report. The publishers offer a variety of training, from a half-day initial awareness session to individualized, extended train-the-trainer development. As with any assessment, training is fundamental to the reliable implementation of the WSS.

Several states are implementing adaptations of the WSS at the preschool and primary grade levels. The WSS has been tailored to the individual state-level standards and some states select a subset of indicators to monitor and report on a statewide and county-level basis. Adaptations of the WSS are being used in preschools (e.g., Illinois), preschool and primary grades (South Carolina and Maryland), or in the primary grades only (Delaware). See Appendix A for a more detailed discussion of how Maryland and South Carolina have adapted the WSS for these purposes.

OBSERVATIONAL ASSESSMENT: SUMMARY OF USE

As with all assessments, training in administering the assessment (data collection) and subsequent analysis of the evidence (data) needs to be provided in order to attain reliable results. In both Maryland and South Carolina, certified teachers in the primary grades completed WSS ratings used to assess child-level school readiness. It is not clear what level of training is needed to obtain reliable, valid ratings from preschool teachers, some of whom may not have a teaching certificate or much background in

early childhood development or assessment (Barnett et al., 2005). However, it is clear that providing examples and training increases the reliability of observational assessment, as administered by teachers. Several states already train individuals, such as retired teachers and college students, to reliably score writing and other performance-based assessments in their K-12 testing programs. Ohio offers training and exemplars in how to score its writing diagnostic assessment for K-2. For each level of the rating scale, teachers have several examples against which they can compare a child's work to rate it.

Well-defined rubrics or scoring guides also are helpful in establishing the reliability of teacher judgments (National Research Council, 2001). Sample rubrics are readily available online (see, for example, <http://www.nwrel.org/assessment/>; <http://www.sdcoe.k12.ca.us/score/actbank/srubrics.htm>; <http://rubistar.4teachers.org/index.php>). Guidance for developing valid and reliable rubrics is also available (Moskal, 2003; Moskal, 2000; Moskal & Leydens, 2000; Tierney & Simon, 2004).

In terms of states' individual uses of the WSS, South Carolina limited the number of domains assessed, and Maryland reduced the number of indicators from the WSS, ostensibly to reduce teacher burden. It appears from the documentation that both states made these changes, not on the basis of empirical data, but on the basis of expert opinion or consensus. IRT could be used to inform decision-making about item selection and to help set the criteria for the different ratings by providing relative item difficulties. IRT also would allow states both to examine the item difficulties in the process of selecting the indicators and criteria for monitoring progress, and to empirically validate the criteria set for that indicator. Having indicators that represent a range of difficulty levels would be helpful. In addition, matrix sampling of items could be used with assessments to ensure that all areas of the domain are represented across programs. Unfortunately, selecting only some domains or areas of domains makes it more likely that programs will address only those areas, (National Research Council, 2001). IRT also could help to facilitate data monitoring of questionable and atypical ratings. Unusual ratings could be investigated, standards could be established empirically, and districts would know what skills a given child is most likely to possess on the basis of his or her score.

Only California took advantage of current psychometric methods to inform the selection of indicators and to create scores using IRT. IRT creates an equal interval scale, making it easier to track growth when data are collected across multiple years or at multiple points in time. Both Maryland and South Carolina collected the data on child outcomes only at the beginning of kindergarten. The advantage of doing so is that teachers have no motivation for inflating ratings, since outcomes at that time of the year are baseline data for them. However, in terms of assessing the relative benefits of different programs, the data collected in kindergarten is problematic. How the children from different types of programs perform in kindergarten may be related more to their initial status before starting a specific prekindergarten program than to the preschool program itself. Resolving this problem means developing measures that are collected at the start as well as the end of preschool, and then at the beginning of kindergarten, thus making it possible to examine how children are learning, rather than how many children from disadvantaged areas attend a particular kindergarten classroom. Policymakers do not want to know which programs are recruiting the most able children, but rather, which programs are most beneficial in terms of raising the achievement level of children. Raudenbush (2005) asserts that it is "scientifically indefensible to use average achievement test scores of a school [to judge how good a job a school is doing]. We need to know how much kids are learning, not just how much they know" (p. 11).

Although WSS has provided evidence of concurrent validity, this evidence comes from studies that were conducted with children in kindergarten through the third grade. We need to amass more evidence of validity of observational tools used in preschools by using the most valid, direct instruments available as well as having observers and teachers discuss the available evidence of children's skills, knowledge,

and abilities. Teacher reports of children's activities are informed by previous experiences with the children as well as by what happens that day (Camburn & Barnes, 2004). It is even more probable that their reports on a child's current skills, knowledge, and abilities are informed by their previous knowledge of that child. For example, an outside observer might classify a child's response as 'inference,' which indicates a certain level of developmental sophistication, but the teacher, who knows that the topic surrounding the response was discussed in-depth the day before, would classify the response as 'recall,' which represents a less sophisticated, level of development. Understanding what influences teachers' ratings, and how those influences may affect validity, should be examined.

The additional information that a well-trained teacher brings to an assessment allows for examination of more complex learning. The ongoing nature of classroom observational assessment makes available information about how recently a skill was acquired. Using this method, teachers have a greater sense of the whole child and can consider how development in one area affects performance in another.

CHALLENGES AND CONCERNS WITH ONGOING OBSERVATIONAL ASSESSMENTS

One of the greatest challenges for ongoing assessments is establishing trust in teacher judgments. Reviews of research have established the conditions under which teacher ratings are reliable, including the need for items that are behaviorally anchored (Hoge & Coladarci, 1989; Perry & Meisels, 1996). Establishing and maintaining inter-rater reliability has been a concern in on-demand performance-based assessments as well. Most states have experience in training raters to agreement criteria. This task becomes more challenging for ongoing instructional assessments when the ratings are made in different geographic areas and on the basis of different types of evidence. One solution is to select specific examples of a work sample to be collected, or provide an observational chart with specific descriptions of behaviors to observe. Another is to provide a range of examples to establish the level of competence/difficulty involved in different types of samples of work or observational evidence.

The use of some standard means of documentation, as well as examples of the types of information that should be collected as evidence for an indicator, will be helpful in training teachers. Teachers also may need training in what information they need to add to work samples in order to best evaluate the learning. Using a set of materials to train teachers in reliably evaluating work samples will be important for ensuring the reliability of the data. During teacher training, Maryland established inter-rater reliability by using a common set of items. California incorporates video into their training on how to reliably document observed behavior. Inter-rater agreement would need to be verified at a minimum of once a year to prevent rater "drift." When teachers are able to compare the work of their children to a specific work sample, it helps them to apply the set criteria. Preschool teachers who have not had teacher training (those who are not certified teachers) are likely to need more training in observational skills in order to make reliable ratings (Mashburn & Henry, 2004).

When a specific example is not available for review, a normative framework can influence teachers' ratings. One of the problems with teachers rating only their own students is that the normative framework for them becomes their own students. To prevent the problems associated with a classroom normative rather than a criterion reference, and to extend a teacher's understanding of how to evaluate their students' work, teachers could be asked to rate samples of work and documentation for a few children from a classroom in a different program and to provide documentation from randomly sampled children in their classrooms, which would be rated by another teacher. This approach also would help teachers to understand what information needs to be documented to provide strong evidence for ratings. It also could generate additional ideas for the types of evidence that they could collect about children's skills, knowledge, or behavior. It may be that teachers will discover more efficient methods of documenting children's learning as they share their ideas with one another.

Different data collection tools, such as checklists, and ideas about appropriate work samples to be collected, could be made available to teachers. For example, in WSS, one of the indicators used by the Maryland Model for School Readiness was “shows understanding of number and quantity.” The rating in this area at the kindergarten level is based on children’s ability to “count objects to at least 20 . . . count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities” (MSDE, 2002, p. A3). States could provide teachers with checklists that direct teachers to verify a child’s ability to count different numbers of objects and to note how many objects the child reliably counts. Alternatively, the criterion might be for the child to count 20 items in at least three contexts before the teacher enters the rating. For preschool teachers who may have more limited educational background, the checklist could prompt them to designate the number of items that a child counts correctly with one-to-one correspondence when the items are arranged in different ways (spilled from a cup versus lined up) or when they are different sizes or shapes. The criteria for ratings of different items could be presented in a computer program that supports the data entry system. Teachers would indicate the descriptor that most resembles what the child did and the program would decide whether that descriptor meets the criteria for a specific rating.

Teachers have the ability to collect data in a variety of contexts and over time to gain a more valid and reliable measure of a child’s ability. In addition, when teachers are good observers, they are more apt to provide specific feedback to children. Feedback is one of the strongest instructional predictors of achievement (Hattie & Jaeger, 1998). It is therefore wiser to invest in training teachers to be better observers and more reliable assessors than to spend those resources training and paying for outside assessors to administer on-demand tasks to young children in unfamiliar contexts that will provide data with the added measurement error inherent in assessing young children from diverse backgrounds (Meisels Atkins-Burnett, 2006; National Research Council, 2001). Unfortunately, not all teachers will be good assessors, so there still may need to be periodic assessment of samples of children to ensure the validity of the data being collected, and that positive outcomes are being achieved. Thus, continued work on direct measures should be undertaken to improve their comprehensiveness and validity, as well.

MEASURES OF INSTRUCTION AND CLASSROOM QUALITY

In addition to examining child outcomes, measures of the program itself—particularly measures of instruction and teacher-child interaction—need to be collected. If we want to know that the programs in which we are investing are high in quality, we should be assessing what we know about what ingredients create high-quality early childhood programs. If we want to know about school readiness, we should be asking whether our schools are ready to support the development of children who come with a diverse set of skills, rather than whether those children already have certain skills. The research on the measures of child outcomes indicates that children’s performance is “situation specific” (i.e., children may demonstrate a skill in one situation and not in another) and that rapid changes in skills can occur (Pianta, 2003; La Paro & Pianta, 2001). It is through the interaction between what children and families bring to the school environment and what schools bring to children that success is engendered—or not. The quality of either environment (school and home) can strongly influence child outcomes. Accountability efforts in early childhood need to focus on the quality of environments provided to children from preschool through the third grade (Pianta, 2003).

Fortunately, as attention to early childhood education in the past two decades has grown, so has what we know about instructional and program factors that make a difference for young children (Burchinal et al., 2000; La Paro, Pianta, & Stuhlman, 2004; Landry, n.d.; Peisner-Feinberg & Burchinal, 1997; Peisner-Feinberg et al., 2001; Pianta, 2003; Pressley, 2006; Dickinson, 2006). Highly effective teachers use positive classroom management, establish routines, provide feedback to students, engage them in extended conversations, and promote positive relationships in the classroom, all of which create a sense of trust and community; the instruction is also very deliberate (Matsumura, Patthey-Chavez,

Valdes, & Garnier, 2002; NICHD ECCRN, 2003; Mashburn & Pianta, 2006; Pressley, 2006; Dickinson, 2006).

In research on the preschool years, measures of the environment, such as the Early Childhood Environment Rating Scale—Revised (ECERS-R; Harms, Clifford, & Cryer, 1998) and measures of teacher-child interaction have been used widely in large-scale studies, as well as in program evaluation and accountability efforts. For example, South Carolina evaluated the quality of its preschool programs with the ECERS-R and found that children in classrooms that received quality ratings of good to excellent (5 or higher) also showed greater readiness on the SCRA than children in classrooms with lower quality ECERS-R ratings (Brown et al., 2006). However, global quality as measured on the ECERS-R may be a necessary, but not sufficient, evaluation of quality. While the ECERS-R includes scales that examine the interaction, activities and language, and reasoning opportunities, these areas are rated globally and the rating categories mix availability of materials with the activities/interactions around the materials.

Research supports the pivotal role of the teacher in supporting children's early development (Matsumura, Patthey-Chavez, Valdes, & Garnier, 2002; NICHD ECCRN, 2003; Mashburn & Pianta, 2006; Pressley, 2006; Dickinson, 2006). Measures of quality in early childhood programs have been used for many years to evaluate the adult-child interaction, with a focus on the relationship between the two and the supportiveness of the interaction. Examples include the Caregiver Interaction Scale (Arnett, 1989), the Adult Involvement Scale (Howes & Stewart, 1987), the Teacher Interaction Scale (Phillipsen, Burchinal, Howes, & Cryer, 1997), and the Observational Record of the Caregiving Environment (ORCE: Early Child Care Research Network (ECCRN), 2001), and the Child Caregiver Observation System (Boller & Sprachman, 1998). Recently, new measures have been used to assess the teacher-child relationship (preschool through third grade) in combination with a closer look at the instructional aspects of the classroom. These measures include Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2004), the Snapshot (Ritchie, Howes, Kraft-Sayre, & Weiser, 2002), Classroom Observation System (COS; NICHD Study of Early Child Care and Youth Development, n.d.), the Early Language and Literacy Classroom Observation Toolkit (ELLCO; Smith, Dickinson, Sangeorge, & Anastasopoulos, 2002). The last measure focuses on a single academic area. Dickinson (2006) argues that both fine-grained (using time sampling and examining discrete categories such as those found in the CLASS and COS) and more global approaches (ratings of the classroom in different areas, such as the ECERS-R) are needed in evaluating programs.

The Classroom Assessment Scoring System (CLASS; Pianta, La Paro, & Hamre, 2004) examines "the emotional climate, instructional climate, and classroom management" (Mashburn & Pianta, 2006, p. 166). In all there are nine scales. Early childhood classrooms typically do well on measures of emotional climate, but the instructional climate in many preschools and elementary classrooms is characterized by passive engagement of children, lower-level basic skills, and instructional approaches that are not intentional or deliberate (little evidence that teachers design instruction specifically to challenge or extend children's skills) (Mashburn & Pianta, 2006; Pianta, 2003; Pianta & La Paro, 2003). This limited instructional climate is not found in all classrooms. After examining data from more than two thousand preschool and early elementary classrooms, Pianta (2003) noted that large variability in early childhood classrooms is found in every grade, and the entire range of codes or ratings is used across classrooms. Within classrooms, however, there appears to be stability. Within the NICHD study, some classrooms were observed more than one time (when more than one study child was in a classroom). The average correlations for both the global ratings and the more discrete time-sampled codes across days ranged from .71 to .91, indicating that the ratings were stable across time and could act as a reliable indicator of classroom instruction (Pianta, 2003). Pianta (2003) noted that teacher education and class size, the long-standing indicators of quality in elementary schools, were not related to child outcomes or to measures of instructional quality. The CLASS was developed from classroom

practice variables that were found to be associated consistently with child outcomes (Pianta, 2003). If policymakers want to monitor programs for young children, they must pay attention to what actually happens within classrooms, as well as to how teachers can be supported in implementing practices known to be associated with positive child outcomes.

Preschools and elementary schools should offer children a positive, caring emotional climate and stimulating, engaging instructional opportunities. Unfortunately, often this is not the case (Bryant et al., 2002; NICHD ECCRN, 2003). The documented long-term benefits of early childhood programs have been found to be associated with high-quality programs. Accountability efforts should include an examination of program quality, while at the same time working to ensure that all programs are high in quality by providing support to programs displaying weaknesses.

RECOMMENDATIONS AND CONCLUDING THOUGHTS

The assessments most important to accountability efforts are measures that assess both the instructional environment and what we know to be important aspects of quality, including measures of emotional climate, teacher-child interaction, and the quality and frequency of intentional instruction. Measures of child outcomes should include authentic tasks and use multiple sources of information, while recognizing the difficulties inherent in obtaining reliable assessments of young children (NEGP, 1998). The areas assessed should be important and meaningful for the child's development. If standardized direct assessments are included as one of the measures, they should be adaptive in nature so that the items are targeted measures of the child's skills, knowledge, and behavior.

Teachers have knowledge about response to intervention, background interests and prior experiences of a child that can be invaluable in interpreting the evidence of child performance. There can be additional advantages to increasing teacher use of ongoing assessment. When teachers develop strong assessment skills, they are more apt to target instruction in ways that scaffold learning and provide more specific feedback to children (Alexandrin, 2003; Hattie & Jaeger, 1998). Investing in increasing both the reliability of teacher judgments and the level of evidence that teachers use in making those judgments would not only inform accountability efforts, but also potentially increase the quality of the instruction. However, simply implementing performance assessments without providing teacher training and ongoing professional development can have unintended negative consequences, including narrowing curricula to include only areas of learning targeted for inclusion in reporting to the state, increased teacher stress, and decreased time devoted to instruction (Mehrens, 1998). We must be careful not to subvert the purpose of instructional assessment by attaching high stakes to them and failing to help teachers understand how to collect data within the context of instruction and to use that data to inform instruction.

With the advent of new technology, innovative ways of supporting teacher professional development are emerging (National Research Council, 2001). The ELA (Bodrova & Leong, 2001) analyzes child responses and estimates the range of skills that will be emerging next. It is designed to "emulate the decision-making process of master teachers by making connections between an individual student's raw assessment data and effective instructional strategies that are most likely to benefit a particular student at a specific time" (Bodrova & Leong, 2001, p. 23). Similar links could be programmed into other classroom-based assessment systems to support teachers in making inferences about student learning and in learning how to use what they know about children to alter instruction and scaffold learning. Pianta and colleagues (Bromley, 2006) are using an Internet-based conference system to provide ongoing professional development via expert consultation/coaching for new teachers. With the low cost and increasing accessibility of webcams and digital videography, teachers can document student learning in new ways, discuss their judgments about student learning, and reflect on the process with other professionals.

Sharing the evidence of student learning with others, and observing what children do in other settings, will help teachers to form a wider normative frame of reference. If teachers could share evidence of the progress of a random selection of a few children in their classrooms with another teacher or teachers outside of their program or school, they may better understand what documentation is helpful for understanding children's skills, knowledge, and behavior, and they would have at their disposal new ideas about alternative types of work that can be collected as evidence. If the ratings of one teacher in a program are verified by another teacher outside of the program, it would address concerns about the reliability and validity of teacher ratings.

The lessons learned from assessment in elementary and secondary schools should be heeded when deciding about early childhood assessments. The National Research Council (NRC, 2001) argued the following points regarding the use of assessments in our schools. First, there is "ample evidence of accountability measures negatively impacting classroom instruction and assessment" (p. 252). Second, effective assessments should be better designed and used as part of a system that "is aligned . . . vertically, across levels of the education system; horizontally, across assessment, curriculum, and instruction; and temporally, across the course of a student's studies" (p. 253). Third, measurement approaches should be comprehensive, and the different assessments should be coherent and complementary, with large-scale assessments examining more broadly while classroom assessments focus more closely on the same areas. Fourth, the assessments should be longitudinally designed to allow measurement of progress over time, moving away from a cross-sectional approach toward an approach geared to the "processes of learning" (p. 257). Fifth, as urged by professional organizations, assessments should yield information that ultimately improves learning. And finally, the NRC makes specific recommendations regarding program evaluation and large-scale assessments:

Alternatives to on-demand, census testing are available. If individual student scores are needed, broader sampling of the domain can be achieved by extracting evidence of student performance from classroom work produced during the course of instruction. If the primary purpose of the assessment is program evaluation, the constraint of having to produce reliable individual student scores can be relaxed, and population sampling can be useful. . . *More of the research, development, and training investment must be shifted toward the classroom, where teaching and learning occur.*

A vision for the future is that assessments at all levels—from classroom to state—will work together in a system that is comprehensive, coherent, and continuous In such a system, assessments would provide a variety of evidence to support educational decision making. (NRC, 2001, p. 258-259).

The early childhood years are an important time. We should ensure that we are providing programs commensurate with the overwhelming promise that these years hold for children's brighter futures. To do this, we must first examine program quality—the environment, the opportunities for learning, and the responsiveness, deliberateness, and supportiveness of adult-child interactions. We need to use multiple sources of evidence to assess the different dimensions of child outcomes and address the development of children more comprehensively. We must ensure that all of the measures used to assess children provide valid, reliable, and important information about their development. We will not know whether programs are benefiting children unless we are able to measure how the programs affect a child's development. More work is needed on measures of child outcomes, (particularly measures that assess children's development longitudinally from preschool through the third grade) and on assessment of teacher training, but the theory and technological advances to support this work are well within reach. Above all, we must heed the maxim to "do no harm" by seeing to it that assessments are used to inform how we can better support programs, teachers, families, and children.

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Appendix A

MARYLAND MODEL FOR SCHOOL READINESS

The Maryland Model for School Readiness (MMSR) is Maryland's early childhood assessment initiative. The MMSR uses 28 indicators from the WSS developmental guidelines and checklist to assess children's readiness for kindergarten and to identify areas in which children need additional support (Maryland State Department of Education, 2001). The Maryland State Department of Education (MSDE, 2001) reported that the WSS was being used in some child care and Head Start programs, in addition to many of the prekindergarten classrooms and all of the local elementary schools. The MMSR, aligned with the Head Start Outcomes, has been used since 2000 in most Head Start programs in Maryland. It became available to child care centers in 2002.

Beginning in the fall of the 2000-2001 school year, MSDE collected baseline kindergarten data on a random sample of children in the state using the WSS (census data were collected in subsequent years). Teachers rated each child's performance on the developmental checklist, based on evidence collected in the first week of school through the end of October. MSDE created summative scores (range 4-12) in each domain and assigned cutpoints to different levels of readiness. Each domain initially included four indicators. Children with domain summary scores equal to or greater than 10 were considered "fully ready." Children with domain summary scores from 7 through 9 were considered "approaching readiness," and children with domain summary scores below 7 were considered to be "developing readiness" in that domain. MSDE reported aggregate scores by county by race/ethnicity, sex, disability status, and English proficiency status (yes/no). After the 2000-2001 school year, MSDE collected data on the type of preschool experience the child had and aggregated findings based on those categories.

MSDE now collects data on all of the children in the beginning of kindergarten. After the 2000-2001 school year, MSDE revised some of the indicators (increasing the difficulty or adding to the specificity of the indicators) and expanded the number of indicators to 30, adding ones for phonemic awareness and comprehension of fiction and nonfiction. Because the language and literacy domain now has six items, the state also adjusted the cut scores for that domain. Full readiness was indicated by a score of 15 or greater, approaching readiness, by scores of 10 to 14, and developing readiness, by scores of 6 to 9. The indicators have remained the same for the past four years.

The most recent report, based on kindergarten teacher reports of children on the MMSR in the fall, shows that the trend in children's readiness for kindergarten has been positive over the past four years, as indicated by the teachers' fall WSS developmental checklist scores on 30 items (MSDE, 2006). Both the composite score and the language and literacy score showed an increase in the percentage of Maryland children demonstrating full readiness. For the state overall, the share of children fully ready for kindergarten rose by 11 percent. The greatest increase was in language and literacy. In 2005-2006, 14 percent more children than in 2001 were fully ready in language and literacy. However, the differences were not consistent across subgroups. Among children who attended state-funded prekindergarten programs, there was an 18 percent increase. This finding suggests that the MSDE is sensitive to the different interventions being implemented in Maryland (i.e., state-funded prekindergarten, Head Start, child care, and so on).

MSDE uses several safeguards to ensure that the data collected are reliable and valid. Teachers participate in a professional development program staffed by expert consultants in the observation, documentation, and evaluation of student learning. These consultants use standard training materials, and the "teachers' accuracy in rating students' skills and abilities" (MSDE, 2006, p. C-4) is assessed during the professional development program using standard training materials and evaluation forms. The student assessment data are scanned and checked for reliability by an outside testing vendor

(MSDE, 2006, p. C-4). This reliability analysis data includes examining both the internal consistency of the assessment and the relative influence of each item on the scale (item-scale correlations); also included is a correlation analysis of the relationship between student scores and school scores. The data are disaggregated by race/ethnicity; sex; prior preschool experience, special education status, English proficiency, and free and reduced-price meal status (yes/no).

The demographic variables displayed expected relationships, for example, more children without disabilities showed full readiness than did children with disabilities, and more children with English proficiency showed full readiness than did children with limited English proficiency. Among the various preschool experiences, children in a nonpublic nursery school were most often rated as fully ready, and children who stayed at home or attended Head Start were least likely to be fully ready (MSDE, 2006).

In addition to using the data for its own purposes, MSDE shares the information with county districts and teachers build their understanding of the relative strengths and weaknesses of children as they enter kindergarten. Teachers can use the information immediately to plan instruction that is better targeted to the children they teach. In 2002-2003 school year, kindergarten teachers reported that the MMSR helped them in planning for individual children (92%), in determining how to group children (78%), in reporting to parents (86%), and as a source of evidence in making referrals for student evaluations (68%) (MSDE, 2006, p. C-3). The MSDE and counties can use the disaggregated data to examine the differences in areas of strength based on the different experiences of the children in their county. They can both examine how well the needs of different groups of young children are being served and use that information to target additional programming to those who need it. For example, children who stayed at home or with relatives before coming to kindergarten in 2001 were least likely to be rated as fully ready (39% of those in home/informal care compared to 67% in private nursery and 47% in prekindergarten; MSDE, 2002). Beginning in 2003, MSDE began distributing monthly "Parent Tips" on a variety topics related to supporting the development of preschool children at home.

SOUTH CAROLINA READINESS ASSESSMENT

The South Carolina Readiness Assessment (SCRA) is also based on the WSS. Unlike the MMSR, the SCRA focuses on only three domains: language and literacy, mathematics, and personal/social development. The selected indicators are aligned with the South Carolina standards in English language arts and mathematics. SCRA requires a minimum of two work samples per domain semiannually, and the South Carolina Department of Education (SC DOE) recommends that teachers consider what evidence would be necessary for another teacher to rate a given child in a given area (SC DOE, November, 2005). Teachers enter checklist ratings for the three domains online at least twice a year. SC DOE disseminated an alternative version of the SCRA to provide guidance to kindergarten and first-grade teachers and districts for students with significant disabilities (Office of Assessment, SC DOE, 2005).

In a recent evaluation of the First Steps Program (South Carolina's early childhood initiative), HighScope derived factor scores from the checklist ratings (Browning, Daniel-Echols, & Xiang 2006). Two factors were derived from the personal/social items, one addressing social skills (including self-control and interaction with others), and the other addressing approaches to learning (including self-concept and different approaches to learning). A language and literacy factor with 12 items and a mathematics factor with 14 items were the other factors in the analysis. Factor loadings for the language and literacy and mathematics items were greater than .75, the majority being greater than .80. Factor loadings for the social skills and approaches to learning scale were somewhat lower, although the majority of the loadings were greater than .70. These factors explained more than 67% of the variance for each grade.

Using the SCRA factor scores as outcomes, and controlling for child characteristics and demographic factors (age, ethnicity, special education status, mother's education, low birth weight, foster care, and several economic factors), the researchers found differences in academic achievement between children who did not receive classroom programming at the age of four and those that did. Children who were enrolled in a full-day program for four-year-olds had higher kindergarten scores than children who were in a half-day program or had no preschool program. This effect was stronger for children in minority groups. These findings again suggest that the assessment is sensitive to the intervention.

Counties in South Carolina are given the flexibility to decide how to provide services to at-risk children. Some areas use programs to strengthen parenting and families. Others devote funding to improving the quality of early childhood programs. Still others try to increase the number of children served. It does not appear that SC DOE disaggregates the SRCA kindergarten data by county or by child or program characteristics. The choice not to do so limits the usefulness of the data in understanding which strategies are effective for which groups of children.

TEXT FOR BOXES AND SIDEBARS:

ASSESSMENT STANDARDS

All assessments administered in early childhood should adhere to standards that have been agreed upon and supported by national professional groups such as the American Educational Research Association (AERA), American Psychological Association (APA), Chief Council of State School Officers (CCSSO), National Council on Measurement in Education (NCME), the National Association for the Education of Young Children (NAEYC), and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE). According to these standards, there must be evidence that the measures are reliable and valid, not only for the purpose for which they are used, but also for the sample of children who are being assessed. Evidence of children's abilities and skills should be collected in multiple ways (Meisels & Atkins-Burnett, 2006; NAEYC & NAECS/SDE, 2003), and decisions about children or programs should never rest on a single assessment. Assessors should be trained in interacting with young children and in administering the assessment. Children should be assessed in contexts that are meaningful, and the assessment should reflect the child's skills and abilities in realistic situations. What is assessed should be developmentally or educationally important. When assessments are used for program evaluation, multiple sources of data should be used and children's gains over time should be examined (rather than examining a single time point). When used for accountability purposes, the results of assessments should be employed for continuous improvement rather than to impose penalties (NAEYC & NAECS/SDE, 2003).

TYPES OF ASSESSMENT

Norm referenced – users should examine whether the sample used for norming the assessment included children who would be representative of the children they serve

Criterion referenced

- Standards-based: the standards are the criteria
- Performance-based: performance on tasks similar to daily activities; strong social validity; may examine process as well as product
- Developmental: developmental milestones and steps toward the milestones are the criteria

Both criterion-referenced and norm-referenced

Types of Administration

Direct On-Demand Administration – may include multiple choice questions, open-ended responses, performance-based responses to standard probes

- Group administration – not recommended for children younger than 8 years old; usually grade-specific and suffer from ceiling and floor problems
- Individual administration – most appropriate for young children
 - Adaptive administration – may use start/stop rules or two-stage design to obtain better measurement in a shorter administration
 - Curriculum-based measures – fluency measures designed to be administered in less than five minutes but frequently throughout the year

Observational Ongoing Assessment – allows a wider sampling of skills and behaviors to be assessed; High social validity

- Checklists – lists of skills or behaviors, may be lists of developmental milestones or standards and performance indicators
- Rating Scales – may be ratings of frequency or of how characteristic behaviors or skills are for the child
- Rubrics – scoring guides that describe several levels of performance. They can be used to describe multiple aspects of performance. They are particularly well suited when looking at qualitative differences in behavior or process differences.

Examples of Commercial Adaptive Assessments with Preschool Items

Expressive One-Word Picture Vocabulary Test – Third Edition (EOWPVT; Brownell, 2000)

Peabody Picture Vocabulary Test Fourth Edition (PPVT-4; Dunn, Dunn, & Dunn, 2007)

Woodcock-Johnson Tests of Achievement (WJ III; Woodcock, McGrew, & Mather, 2001) Letter-Word Identification; Applied Problems; Phonological

Examples of Observational Assessments Preschool through Grade 3

Desired Results Developmental Profile – Revised (DRDP-R; California Department of Education, Child Development Division, 2006)
Work Sampling System (Meisels, Jablon, Marsden, Dichtelmiller, & Dorfman, 2001).

EARLY CHILDHOOD ASSESSMENT

WHY, WHAT, AND HOW

Committee on Developmental Outcomes and
Assessments for Young Children

Catherine E. Snow and Susan B. Van Hemel, *Editors*

Board on Children, Youth, and Families

Board on Testing and Assessment

Division of Behavioral and Social Sciences and Education

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Purposeful Assessment

Assessment, defined as gathering information in order to make informed instructional decisions, is an integral part of most early childhood programs. By the mid-elementary level, children in some school systems may spend several weeks every year completing district and state assessments, and those in troubled schools probably spend even more time in more formal test preparation activities designed to ensure that their high-stakes assessment outcomes are acceptable. Since assessment is such a fact of educational life, it is important to step back and ask: Why is this assessment being done? What purpose does it have? Is this particular assessment optimal for meeting that purpose?

For younger children, thinking about purpose is equally central. Done well, ongoing assessment can provide invaluable information to parents and educators about how children grow and develop. Developmentally appropriate assessment systems can provide information to highlight what children know and are able to do. However, inappropriate testing of young children runs the risk of generating insufficient information for the tester and discomfort (or just wasted time) for the testee; such risks are unacceptable and can be avoided only if it is very clear why people are engaging in the activity and what benefit will accrue from it.

Furthermore, specifying the purpose of an assessment activity should guide all the decisions that we write about in this volume:

what domains to assess, what assessment procedures to adopt, and how to interpret and use the information derived from the assessments. We make the case throughout this report that the selection and use of assessments, in early childhood as elsewhere, should be part of a larger system that specifies the infrastructure for distributing and delivering medical or educational services, maintaining quality, supporting professional development, distributing information, and guiding further planning and decision making. Thus, while in this chapter we focus on the purposes for which one might choose and use an assessment tool, we return to the theme of purpose in thinking about designing the *systems* for assessment in Part IV.

A wide range of tools can be used to collect information about children, classrooms, homes, or programs, and thinking about mode of assessment along with purpose is crucial. Assessment modes include medical procedures, observation of natural behavior, participant reports using checklists or surveys, performance in structured versions of natural tasks, and performance on standardized tests. Given the challenges of direct assessment with very young children, it is worth first considering less intrusive modes of assessment if they also meet the purposes formulated.

In the following sections we discuss many purposes for which assessment of children's learning and development is employed, beginning with several purposes associated with determining the level of functioning of individual children, and progressing to the purpose of guiding instruction, and then measuring program or societal performance. After briefly mentioning research uses—employing assessment to learn more about child development—we present guidance to be kept in mind when assessing for individual child-focused or accountability purposes, drawing on the wisdom of many previous reports from organizations interested in promoting the education and welfare of young children.

DETERMINING AN INDIVIDUAL CHILD'S LEVEL OF FUNCTIONING

Individual-Focused Screening¹

Many assessments, particularly in the infancy and toddler period, are designed to screen children for medical risks. For example, within a few days of birth, infants in the United States are screened for phenylketonuria (PKU)—a genetic disorder characterized by an inability of the body to use the essential amino acid, phenylalanine—and in the first year of life infants are screened for vision and hearing deficits. These screening assessments are typically carried out in pediatric settings. Because their purpose is to ensure delivery of care or appropriate services to all children with an identified problem or risk, the screening is designed to minimize false negatives. False positives are less harmful; they may alarm a parent or generate a costly follow-up, but such mistakes are less severe in consequence than missing a child who could benefit from early intervention or medical treatment. It is important to ensure that individual children who fail the screen are followed up with further assessment, both to confirm the identification and in many cases to specify the source of the difficulty. In Part II we document many of the domains for which screening instruments are available and widely used.

Community-Focused Screening

Although community-focused screening may use the same tools and procedures as individual-focused screening, its purpose is not individual, but rather to give a picture of risk at the community level. Thus, for example, if screening for toxic levels of lead is done in an individual-focused way, the response would be to counsel parents about ways to protect children from lead exposure, as well as to treat them directly. If done in a community-focused way, the goal might be to identify neighborhoods with a high risk of lead toxicity, in order to guide the distribution of services or to plan the provision of compensatory education in those locations, or perhaps even to influence public policy; this could

¹Screening, assessment, and other terms are defined in Appendix A.

co-occur with the individual-focused screening goal of informing parents about their children's health.

Diagnostic Testing

If screening assessments indicate a child's performance is outside the expected range, then often further diagnostic assessment is needed to better describe the problem, to locate a cause, or both. Sometimes the screening and diagnostic instruments are the same; for example, high blood levels of lead strongly suggest a diagnosis of lead poisoning. But sometimes the screening is uninformative about a diagnosis. For example, a child who is identified by a language screening assessment as possibly having delayed language development needs further assessment to determine whether an actual delay exists, whether there are other, related delays (e.g., intellectual functioning, cognitive processing), and whether there are obvious causes (e.g., hearing loss).

A particular purpose for which individual diagnostic assessment is increasingly being used is to determine "response to intervention," in other words, to test whether interventions are successful in moderating developmental problems by using diagnostic probes.

Establishing Readiness

A widely used purpose of individual assessment has been to establish the readiness of individual children to participate in particular educational programs. The concept of readiness in early childhood is complicated, as are the consequences of a finding that a child is "not ready" (Graue, 2006). Readiness tests (a form of achievement test) have often been used prior to kindergarten entrance to ascertain children's likelihood of success in kindergarten and as a basis on which to make recommendations to parents about whether to enroll their children in the regular program or in some form of extra-year program or to postpone kindergarten entry. Using tests for this purpose supersedes the legal establishment of kindergarten eligibility in state law based on age (Education Commission of the States, 2005). To the extent that readiness assessments focus on readiness to benefit from reading instruction,

they have also been criticized as embodying a discredited model of literacy development (National Research Council, 1998).

Most of the instruments used to establish readiness have been found to be wanting, leading to incorrect recommendations about half the time (Meisels, 1987; Shepard, 1997). Using readiness tests to make recommendations about children's access to kindergarten is especially troublesome because many of the children recommended for delayed entry are the ones who would most benefit from participation in an educational program. Researchers and advocates have consistently recommended against the use of readiness tests for this purpose (National Association of Early Childhood Specialists in State Departments of Education, 2000; Shepard and Smith, 1986).

More recently, readiness has become a construct of interest to policy makers as they consider the needs of children with regard to access to prekindergarten education and as a measure of their status at the time of entry to kindergarten (Brown et al., 2007). A number of states now measure the readiness of children once they have entered kindergarten. It is important to distinguish this useful application of readiness assessment from that of testing for eligibility.

GUIDING INTERVENTION AND INSTRUCTION

Using ongoing assessment information to guide instructional decisions is a primary purpose of early childhood assessment and should be a component of a high-quality early childhood program (National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education, 2003). Similarly, the instructional and therapy services provided to children receiving early intervention and early childhood special education should be based on the results of initial assessment information and regularly revised using subsequently collected information on the child's progress (Neisworth and Bagnato, 2005).

A case study in the value of reliance on assessment in planning and differentiating instruction is offered by the Reading First classrooms. Providing primary grade teachers with tools that are relatively easy to administer and to interpret, as a basis

for grouping children and selecting instructional activities, has massively changed the nature of early literacy instruction in U.S. schools (Center on Education Policy, 2007). A similar shift to an “assessment culture” in preschool classrooms will enable teachers to identify the learning needs of their students, to provide activities optimally designed to promote their development across the crucial domains (described in Part II), and to allocate time optimally to the various domains, improving children’s progress and promoting their engagement. For example, data from Head Start about children’s proficiency at the beginning of the year in the domains of emergent literacy, numeracy, and oral language skills would help teachers decide how much time should be spent in teaching letter recognition and counting versus promoting vocabulary and sharing books.

In addition to using assessment information to establish a descriptive picture of children’s strengths and needs and to plan for instruction at program entry, teachers and others working with young children need to collect ongoing assessment information to track their learning over time. In addition, assessment information on how children are progressing in each area of the curriculum or with regard to individualized goals can be aggregated across children to see whether the program as implemented is, for the children as a group, meeting the needs identified and the goals defined.

Using Assessments for Planning and Monitoring Children’s Progress

Assessment data used for planning activities and tracking learning collected individually about all children in a program or classroom can be used at the individual child level (e.g., to identify a child’s strengths and areas of need) or aggregated across children and used at the classroom level (e.g., to check the appropriateness and effectiveness of the educational program; to identify strengths and weaknesses of the group as a whole) and at the center or school level. Teachers and parents are the primary audiences for assessment information collected to guide instruction. For the potential value of assessment to improve children’s learning to be realized, teachers also need adequate time to review assessment informa-

tion and reflect on its implications for practice. It is now widely recognized that those working in early childhood classrooms and programs should be purposeful in their educational planning and thus need to use assessments for planning and monitoring what children are learning.

Criterion-referenced or curriculum-based measures are used to plan instructional activities and monitor what children are learning. Assessment data can be collected through observation, collection of children's work, and talking to them (Dodge et al., 2004). The National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) have formulated recommendations about assessments for use in educational planning and progress monitoring. Examples of tools for this purpose include the Creative Curriculum's Developmental Continuum, the High/Scope Child Observation Record (COR), and the Work Sampling System. Teachers and other staff must receive training and follow-up on the use of any assessment tool to be able to obtain valid and reliable information about children's performance.

Response to Intervention: A New Application of Assessment for Instruction and Intervention

Response to intervention (RTI) is an approach for identifying and providing systematic intervention for school-age children who are not making satisfactory progress (Fuchs and Fuchs, 2006). RTI models vary somewhat but common components include the use of multiple tiers of increasingly intense interventions, a problem-solving approach to identifying and evaluating instructional strategies, and an integrated data collection and assessment system to monitor student progress and guide decisions at every level (Coleman, Buysse, and Neitzel, 2006). The tiers refer to the levels of support a child needs to succeed in the classroom. The base tier addresses the needs of children who make adequate progress in a general program, the next tier refers to supports provided to children who need additional general assistance, and the third tier refers to more specialized assistance for children not succeeding in the previous tiers. Universal screening with a tool

designed for this purpose is implemented in the base tier to identify children who are not meeting established educational benchmarks in a high-quality instructional program. Those identified as not making progress are provided with additional empirically supported interventions or instructional strategies and their progress is monitored on a regular basis to determine the effectiveness of the intervention, with additional intervention provided to those who continue to show limited progress.

Although there is considerable interest in applying tiered models to preschool, how the principles would be applied has not been thoroughly developed, and there has been very little research to date on the application to early education (Coleman, Buysse, and Neitzel, 2006; VanDerHayden and Snyder, 2006). An example of an RTI application for children under age 5 is a model called Recognition and Response; it is under development as an approach to early identification and intervention for children with learning disabilities (Coleman, 2006). The developmental and experiential variation in young children presents challenges for the strict application of RTI's prescribed universal screening, identification of low-performing children, and tiered intervention. One concern is whether the early and frequent use of assessment to single some children out as requiring additional assistance is necessary, or even potentially harmful, before the children have had the opportunity to benefit from a high-quality preschool experience. Much more research is needed on how to apply the assessment and intervention practices of multitiered models in a way that is consistent with what is known about young children's development.

EVALUATING THE PERFORMANCE OF A PROGRAM OR SOCIETY

Perhaps the most talked-about of the many purposes for which assessment can be used, especially since the passage of the No Child Left Behind Act (NCLB) in 2001, is accountability. It is important to note that the term "accountability" encompasses a number of distinct purposes, which we attempt to distinguish here.

Program Effectiveness

If a government or an agency is investing money in a program, it makes sense to ask the questions “Is this program effective? Is it meeting our goals?” Assessment designed to evaluate program effectiveness against a set of externally defined goals is one form of accountability assessment. This may look a lot like progress monitoring assessment, and indeed the selection of tools for the two purposes might be identical. But evaluation differs from progress monitoring in two key ways. First, progress monitoring assessment is meant to be useful to those inside the program who are responsible for day-to-day decisions about curriculum and pedagogy, whereas evaluation of program effectiveness is useful to those making decisions about funding, extending, or terminating programs. Second, progress monitoring requires data on all relevant domains from all children in a program, whereas in many cases it is possible to evaluate a program’s effectiveness by sampling children rather than testing them all, or by using a matrix design to sample different abilities in different children.

Using assessments for accountability purposes may seem simple, but in fact interpreting test data as reflecting the value of a program can be risky. There are many challenges to the conclusion that a program in which children perform poorly at the end of the year should be terminated. What if they were extremely low scorers at program entry and made notable progress, just not enough to reach the norm or criterion? What if the program is basically sound but disruptions to financing or staffing led to poor implementation in this particular year? What if the program is potentially good but investments in needed professional development or curricular materials were denied? What if the alternative program in which the children would end up if this one is terminated is even worse? Challenges like this have been widely discussed in the context of accountability consequences for school-age children under NCLB, and they are equally applicable to programs for preschoolers.

In other words, establishment of program-level accountability is a legitimate and important purpose for assessment, but not one that can be sensibly met by sole reliance on child-focused assessment data. Accountability is part of a larger system and cannot be

derived from outcome data alone, or even from pre- and posttest data, on a set of child assessments. We say more about the importance of the larger system in Chapter 10.

Program Impacts

A more specific purpose for assessing children participating in a particular program is to evaluate the impact of that program, ideally in comparison to another well-defined treatment (which might be no program at all), and ideally in the context of random assignment of individuals or classrooms to the two conditions. Under these circumstances, it is possible to evaluate the impact of the program on children's performance on the assessments used. Under these (relatively rarely encountered) ideal experimental circumstances, it is appropriate to sample children in programs rather than testing them all, and it is possible, if one is willing to limit claims about program effectiveness to subsets of children, to exclude groups of children (English language learners, for example, or children with disabilities) from the assessment regimen.

Social Benchmarking

Another purpose for early childhood assessment that relates to accountability at a societal level is social benchmarking—answering questions like “Are 3-year-olds healthier than they were 20 years ago?” or “How do American 4-year-olds perform compared with Australian 4-year-olds on emergent literacy tasks?” Social benchmarking efforts include projects like those launched by the National Center for Education Statistics (the Birth Cohort Study, the Early Childhood Longitudinal Study-Kindergarten) and individual states (California's Desired Results Developmental Profile).

These efforts provide profiles of “expectable development” that can be used for comparisons with smaller groups in particular studies and also as a baseline for comparison with data collected at a later time. Furthermore, these studies provide policy makers and the public with a view of what the society is doing well and not so well at. The movement to develop early learning guidelines can be seen as a contribution to the social benchmarking effort;

early learning guidelines represent a set of aspirations about what children should be able to do, and the social benchmarking assessments provide information about the reality.

ADVANCING KNOWLEDGE OF CHILD DEVELOPMENT

Finally, a major purpose of assessment—and a major source of the assessments widely used for the purposes discussed in this chapter—is for research to advance knowledge of child development. It goes far beyond our charge to discuss in any detail the use of assessments for research purposes. Furthermore, there exist robust mechanisms—peer review of journal articles, peer review of grant proposals, institutional review boards for the use of human subjects—for providing guidance to researchers in selecting, administering, and interpreting the results of assessments of young children. Nonetheless, because researchers of child development have indeed innovated and in many cases refined the tools adopted for use by education practitioners and policy makers, it seems churlish not to acknowledge this important and generative line of work.

GUIDELINES FOR ADMINISTERING AND USING CHILD ASSESSMENTS APPROPRIATELY FOR VARIOUS PURPOSES

Organizations concerned with early childhood development and learning have recognized the potential good that can come of child assessment as well as the harm that incorrect uses or interpretations of such assessments can cause. Several of them have developed position statements or guidelines for the use of assessments with young children, with the intention of maximizing the benefits and preventing harm. Some of these documents are listed in Box 2-1.

The more recent of them incorporate and expand on earlier ones to a large extent. Thus, the entire set represents a relatively coherent set of guidelines for selection, use, and interpretation of early childhood assessments. Several of these documents agree, for example, on the following important guidelines for individual assessment:

BOX 2-1
**Guidelines of Documents Promulgated by
Major Early Childhood Professional Groups**

- *Principles and Recommendations for Early Childhood Assessments* (Shepard, Kagan, and Wurtz, 1998). Goal 1 Early Childhood Assessments Resource Group document.
- *Early Childhood Curriculum, Assessment, and Program Evaluation* (and an accompanying extension for English language learners), a position statement promulgated by the National Association for the Education of Young Children and the National Association of Early Childhood Specialists in State Departments of Education (2003).
- *Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation* from the Division for Early Childhood (2007).
- Council of Chief State School Officers set of documents on *Building an Assessment System to Support Successful Early Learners* (undated, but circa 2003a, 2003b).

- Assessments should benefit children: National Education Goals Panel (NEGP), NAEYC, DEC.
- Assessments should meet professional, legal, ethical standards: NAEYC, DEC.
- Assessments should be designed for a specific purpose and be shown to be psychometrically sound for that purpose: NEGP, NAEYC, DEC.
- Assessments should be age-appropriate or developmentally/individually appropriate: NEGP, NAEYC, DEC.
- Parents/family should be involved in assessment when possible: NEGP, NAEYC, DEC.
- Assessments should be linguistically and culturally appropriate/responsive: NEGP, NAEYC, DEC.
- Assessments should assess developmentally/educationally significant content: NEGP (in narrative), NAEYC, DEC.

- Assessment information should be gathered from familiar contexts (NEGP), realistic settings and situations (NAEYC), or be “authentic” (DEC).
- Information should be gathered from multiple sources: NEGP, NAEYC, DEC.
- Assessment results should be used to improve instruction and learning: NAEYC, DEC, NEGP.
- Screening should be linked to follow-up assessment: NEGP, NAEYC.

SPECIAL CONSIDERATIONS WHEN USING CHILD ASSESSMENTS FOR ACCOUNTABILITY

Particular care is needed in moving from child-focused to accountability-focused purposes for assessment. Data collected for accountability purposes are never meant as a basis for drawing conclusions or informing program personnel about individual children. Instead, they are meant to be useful to funders, state and federal policy makers, and others responsible for making decisions about a program or policy, and for this purpose it is completely appropriate to use sampling. However, in many cases, states are attempting to use the same data for accountability and for progress monitoring purposes. The wisdom of this approach is questionable, although the apparent efficiencies are understandably seductive. Progress monitoring, however, requires data at the individual child level from all children.

Decisions about accountability should never rest solely on findings from child-directed assessments. Information about the conditions under which the program is operating and about the characteristics of the families and children it is serving are crucial to making valid inferences from child performance to program quality. (Many other safeguards must also be in place, which are discussed in Part III.) Considerable guidance about accountability assessment is available from the documents listed in Box 2-1, as well as from a recent Pew Foundation report (National Early Childhood Accountability Task Force, 2007).

The tools used for various accountability purposes are often adaptations of tools developed for other purposes. The large-scale, large-sample assessment sweeps needed for accountability

purposes impose a particular set of requirements: relatively brief assessments that can be administered and interpreted in standardized and straightforward ways. These requirements are particularly difficult to meet when assessing young children. Standardization of administration conflicts with establishing a trusting relationship with a child, for example, and standardization of interpretation conflicts with using all the information available. The reliability of standardized tests is threatened when they are shortened for use with large groups, and brief forms may generate information too sparse to be interpretable, in particular for children from language and cultural minorities and children with disabilities. Thus such abbreviation or adaptation requires careful evaluation of the psychometric properties of the adapted or abbreviated instruments. Nonetheless, tools developed for other purposes (e.g., Peabody Picture Vocabulary Test—Dunn and Dunn, 2007; Bayley Scales of Infant and Toddler Development—Bayley, 2005; MacArthur-Bates Communicative Development Inventories—Fenson et al., 1993) are often adapted for use in large-scale evaluations and social benchmarking efforts.

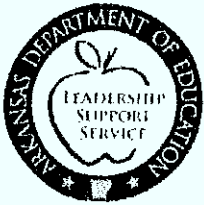
As noted above, the validity of conclusions about accountability, evaluation, and social benchmarking extends only to groups that are represented in sufficient numbers among those on whom the instruments were normed and among those assessed. Language and cultural-minority children and children with disabilities must typically be either oversampled or excluded from consideration; neither solution is entirely without problems. Conclusions about the status or development of children in these groups are also of concern in large-scale assessments because they are highly standardized and often norm-referenced. Some children with disabilities may not be included because they need accommodations or because the floor of the assessment is too high. English language learners may not be included because the assessment is given or exists only in English. Any conclusion about program accountability requires data about initial as well as final performance.

Another key issue in accountability-related assessment is the selection of the assessment tools to be used. This step should be as purposeful as the other decisions—when to assess, whom to assess, how to assess—involved in establishing accountability.

Too often these decisions are made by committees or with input from multiple stakeholders; even with the best intentions, multiple parties may end up compromising on poor tests. We hope this report provides some guidance to groups making decisions about instruments to choose for any of the purposes they may be addressing.

Attachments for Armored School District

- June 17, 2011 letter, re: Opportunity to address SBE
- May 13, 2011 letter, re: Identification of Accredited-Probationary Status
- Notice of Appeal Process (May 13, 2011)
- Annual Accreditation Status Report (2010-2011) (May 5, 2011)
- District Response to letter (May 16, 2011)
- APSCN Job Analysis Report
- Licensure Information
- Student Total by Grade (05/23/11)
- Statement of Assurance for the 2010-11 School Year



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 17, 2011

State Board
of Education

Dr. Naccaman Williams
Springdale
Chair

Dr. Ben Mays
Clinton
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Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. Bruce Young, Superintendent
Armored School District
P.O. Box 99
Armored, AR 72310

**Re: Second Year of Probationary Status
(VIA CERTIFIED AND REGULAR MAIL)**

Mr. Young:

On June 13, 2011, the Arkansas State Board of Education (State Board) classified the following schools as probationary for failing to meet all standards for accreditation for two consecutive years:

Armored High School
Armored Elementary School

The purpose of this letter is to provide you with notice, pursuant to Ark. Code Ann. §§ 6-15-206-207, that the State Board is required to take action. Ark. Code Ann. § 6-15-207(b) provides that the State Board shall take at least one of the following actions listed in Ark. Code Ann. § 6-15-207(c) to address any school or school district which has failed to meet all standards for accreditation for two (2) consecutive school years, including the year the probationary status is declared:

- (1) Require a school district to reorganize or reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on state academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of the school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;

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

Mr. Bruce Young, Superintendent
Armored School District
June 17, 2011
Page 2

- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.
- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both; and
- (8) Take any other appropriate action allowed by law which is determined by the State Board to assist and address a school or school district failure to meet the standards for accreditation.

The State Board will take this matter into consideration during its scheduled meeting **Monday, July 11, 2011 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the Armored School District who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any comments in writing, you may do so by submitting those documents to my office by **noon on Tuesday, June 21, 2011.**

Please also be advised that pursuant to Ark. Code Ann. § 6-15-208, your school district must publish the probationary status determination and findings of the State Board to the public and the parents or caregiver of each student enrolled in the school or school district determined to have failed to meet the standards for accreditation. The public notice must be in an understandable and uniform format. The public notice must also be published or disseminated, immediately after the State Board's determination, on your school district's website and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in your school district.

Mr. Bruce Young, Superintendent
Armored School District
June 17, 2011
Page 3

Thank you for your attention to this matter. Please contact me at 501-682-455 should you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Johnie Walters', written over the word 'Sincerely,'.

Johnie Walters
ADE-Standards Assurance Unit

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
Charity Smith, Ed.D., Assistant Commissioner, Division of Academic Accountability
Jeremy C. Lasiter, General Counsel
State Board Office



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

May 13, 2011

State Board
of Education

Bruce Young, Superintendent
Armored School District
P. O. Box 99
Armored, AR

Dr. Naccaman Williams
Springdale
Chair

Dr. Ben Mays
Clinton
Vice Chair

Mr. Young:

Sherry Burrow
Jonesboro

This letter is to inform you that your district has received a status of Accredited-Probationary for at least one LEA in your District. Please review the enclosed memos for information regarding the process for appeal and other information regarding assignment of Accredited-Probationary status.

Jim Cooper
Melbourne

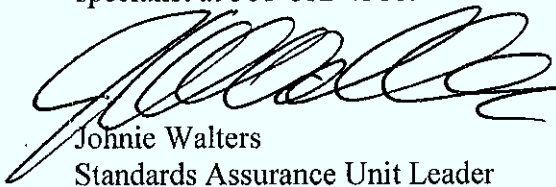
Brenda Gullett
Fayetteville

If you have any question, you may contact your Standards Assurance specialist at 501-682-4380.

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett



Johnnie Walters
Standards Assurance Unit Leader

Vicki Saviers
Little Rock

pc: Dr. Charity Smith, Assistant Commissioner, Academic Accountability
Jeremy C. Lasiter, General Counsel

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

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: May 13, 2011
TO: District Superintendent
FROM: Johnie Walters, Standards Assurance Unit Leader
SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Communication Memo Number COM-11-043 (Memo). The Report included a list of initial probationary violations and/or citations for the 2010-2011 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 15, 2011. 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 2010-2011 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, 2011.

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 31, 2011; the Board hearing concerning your appeal must be held prior to August 15, 2011. 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 31, 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.

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Lea: 47-01-000

County: MISSISSIPPI

Page #: 1

District: ARMOREL SCHOOL DISTRICT

Supervisor: G. JONES

2010-2011

Status: ACCREDITED - PROBATIONARY

Review Date: 10/15/2011 Comments: 5% VARIANCE ATHLETIC EXPENDITURES

9131 COUNSELOR FTE

Probation

2009-2010

Status:

Review Date:

Comments:

2008-2009

Status:

Review Date:

Comments:

Enrollment-	K	28
	1	45
	2	29
	3	33
	4	36
	5	40
	6	37
	7	33
	8	45
	9	44
	10	32
	11	30
	12	25
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 47-01-000: 457

FTE Totals-

Counselor	0.96
Principal	2.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:

Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 2

Lea: 47-01-001

School: ARMOREL ELEMENTARY SCHOOL

2010-2011 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2011 Comments:

9131 COUNSELOR FTE

Probation

8313 JOB NOT CERT
[REDACTED] JOEY L CARR
2010 Elementary School Principal

09/01/2013 Licensure Completion Deadline

8313 JOB NOT CERT
[REDACTED] GAYLA D TIDWELL
355110 Language Arts Grade 5

09/01/2013 Licensure Completion Deadline

8313 JOB NOT CERT
[REDACTED] GAYLA D TIDWELL
355120 Reading Developmental Skills Grade 5

09/01/2013 Licensure Completion Deadline

2009-2010 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2010 Comments: DONNA SKELTON - NO WAIVER.

8313 JOB NOT CERT
[REDACTED] DONNA M SKELTON
3050 Gifted/Talented Coordinator

09/01/2011 Licensure Completion Deadline

8313 JOB NOT CERT
[REDACTED] DONNA M SKELTON
970800 Gifted and Talented

09/01/2008 Licensure Completion Deadline

2008-2009 Status: ACCREDITED
Review Date: Comments:

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 3

Lea: 47-01-001

School: ARMOREL ELEMENTARY SCHOOL

```
Enrollment-      K      28
                  1      45
                  2      29
                  3      33
                  4      36
                  5      40
                  6      37
                  7       0
                  8       0
                  9       0
                 10       0
                 11       0
                 12       0
                 EE       0
                 SM       0
                 SS       0
                 13       0
```

Total enrollment for 47-01-001: 248

FTE Totals-

Counselor	0.48
Principal	1.00
Asst. Principal	0.00
Library/Media	0.50

Staff Development Hours:	60
Total Book Volume:	7500

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 4

Lea: 47-01-002

School: ARMOREL HIGH SCHOOL

2010-2011 Status: ACCREDITED - PROBATIONARY

Review Date: 10/15/2011 Comments:

9131 COUNSELOR FTE

Probation

8313 JOB NOT CERT

09/01/2013 Licensure Completion Deadline

██████████ ALAYNA M DUREN

523030 AP Environmental Science

8313 JOB NOT CERT

09/01/2013 Licensure Completion Deadline

██████████ CHRISTI L MCCURRY

388120 Reading Developmental Skills Grade 8

2009-2010

Status: ACCREDITED - PROBATIONARY

Review Date: 10/15/2010 Comments: DONNA SKELTON - NO WAIVER.

SHELLY BUSH - NO WAIVER.

8316 GRADE LEVEL

██████████ DEANNA J CARR

492380 Office Management

8313 JOB NOT CERT

09/01/2011 Licensure Completion Deadline

██████████ DONNA M SKELTON

596100 Gifted/Talented Seminar

8313 JOB NOT CERT

09/01/2012 Licensure Completion Deadline

██████████
519050 ADE Approved Language Arts Honors

2008-2009

Status: ACCREDITED

Review Date:

Comments:

8313 JOB NOT CERT

09/01/2011 Licensure Completion Deadline

██████████ DONNA M SKELTON

596100 Gifted/Talented Seminar

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 5

Lea: 47-01-002

School: ARMOREL HIGH SCHOOL

```
=====
Enrollment-  K      0
              1      0
              2      0
              3      0
              4      0
              5      0
              6      0
              7     33
              8     45
              9     44
             10     32
             11     30
             12     25
             EE      0
             SM      0
             SS      0
             13      0
              -----
```

Total enrollment for 47-01-002: 209

FTE Totals-

Counselor	0.48
Principal	1.00
Asst. Principal	0.00
Library/Media	0.50

Staff Development Hours:	60
Total Book Volume:	3375

Armored School District

Board of Directors

Arrian Hughes, President
Marlene Konan, Vice President
Linda Schmatzried
Jeff Hopper
Lionel Pruett

Superintendent
G. Bruce Young



Superintendent

G. Bruce Young

Phone: (501) 763-6639

Fax: (501) 763-0028

May 16, 2011

Dr. Tom Kimbrell
& The Arkansas State Board of Education
Room 304-A
#4 State Capitol Mall
Little Rock, AR 72201-1071

Dr. Kimbrell,

Soon after accepting the Superintendent's position in mid July 2010, I was informed by the Standards Division that the Armored School District's Gifted and Talented Teacher did not meet certification requirements. I was able to locate a retired, certified Gifted and Talented teacher who will now complete the 2010-2011 school year.

The official enrollment of the district in 2009-2010 was 414.90. It appeared that the 2010-2011 school year would probably be less than the required 1:450 ratio in guidance counseling. Our enrollment however, has reached 1:458. As a result we have hired an additional, but part-time certified counselor for the 2011-2012 school year. Also we have had the services of a certified counselor two days each week for the 2010-2011 school year, through a grant program with Arkansas Northeastern College.

Enclosed is a copy of the 2010-2011 Gifted and Talented teaching contract. Also there is a copy of board minutes for the May 9, 2011 board meeting at which time a guidance counselor was hired.

Sincerely,

G. Bruce Young
Armored School District
Superintendent

BY/cl

Enclosures: 2

cc: Dr. Charity Smith, Assistant Commissioner
Division of Academic Accountability

RECEIVED
MAY 20 2011

DIVISION OF PUBLIC
SCHOOL ACADEMIC
ACCOUNTABILITY

**OFFICIAL MINUTES OF THE BOARD OF EDUCATION
ARMOREL SCHOOL DISTRICT**

The Board of Education of Armorel School District, State of Arkansas, met in regular session on May 9, 2011 at 6:00 p.m. in the Administration Office. President Susan Hughes called the meeting to order.

ROLL CALL

Present: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Absent: None

BUSINESS

- 102) A motion was made by Mr. J. Hopper and seconded by Mr. J. Pruett to approve the minutes from the April 11, 2011 regular meeting. Motion carried.
Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett
Nays: None
- 103) A motion was made by Mrs. S. Hughes and seconded by Mr. J. Schmalzried to approve the minutes from the April 14, 2011 special meeting. Motion carried.
Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett
Nays: None
- 104) A motion was made by Mr. M. Kortan and seconded by Mr. J. Hopper to approve the expenditures for April 1 – 30, 2011. Motion carried.
Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett
Nays: None
- 105) A motion was made by Mr. M. Kortan and seconded by Mr. J. Hopper to approve the request to name the current Administration office "The James L. Thomas Administration Building". Motion carried.
Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett
Nays: None
- 106) A motion was made by Mr. J. Hopper and seconded by Mr. J. Schmalzried to accept Superintendent Young's recommendation of summer hours of 7:30 a.m. to 4:30 p.m. Monday through Friday for custodian and administrative staff with these hours to start June 13, 2011 through July 29, 2011. Motion carried.
Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett
Nays: None
- 107) A motion was made by Mr. J. Hopper and seconded by Mr. J. Pruett to

approve the Personal Policy Classified Committee's recommendation to change the Classified Salary Schedule from steps to a starting range of salary, with a 30 cent an hour increase yearly and change the 90 working day probationary period to 60 calendar day probationary period before becoming a contracted employee. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan
Mr. J. Pruett

Nays: None

- 108) A motion was made by Mr. J. Pruett and seconded by Mr. M. Kortan to accept Superintendent Young's recommendation to purchase a handicap bus for the 2011-2012 school year. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Nays: None

- 109) A motion was made by Mr. M. Kortan and seconded by Mrs. J. Schmalzried to approve Superintendent Young's recommendation to renew the agreement with the NEASNC and Hardin-Sysco for the 2011-2012 school year. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Nays: None

- 110) A motion was made by Mr. J. Hopper and seconded by Mrs. S. Hughes to approve Superintendent Young's recommendation to approve the Gifted and Talented revised policies, letters and forms as was directed per the monitoring. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Nays: None

- 111) A motion was made by Mrs. S. Hughes and seconded by Mr. J. Schmalzried to accept the resignation of Mrs. Jamie Roach as Elementary Secretary for the 2011-2012. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Nays: None

- 112) A motion was made by Mr. J. Pruett and seconded by Mr. J. Schmalzried to accept Superintendent Young's recommendation to hire Crystal Givens and Bridget Avery as summer custodians. Motion carried.

Yeas: Mrs. S. Hughes, Mr. J. Schmalzried, Mr. J. Hopper, Mr. M. Kortan,
Mr. J. Pruett

Nays: None

STEPHEN J. HARRIS

TIME: The time period covered by this contract is: _____ Months of school; 190 Days of school; _____ Calendar months;
From August 9, 2010, to May 30, 2011

COMPENSATION FOR SERVICES: Annual compensation under this contract is \$ 24519.50 to be paid in 12 installments.

BOARD POLICIES: The personnel policies of each school district in effect at the time a teacher's contract is entered into or renewed shall be considered to be incorporated as terms of said contract and shall be binding upon both parties unless changed by mutual consent.
(Act 224 of 1983) _____

CERTIFICATION: The Party of the Second Part certifies that at the date of this contract he or she is not under teaching contract with another school district except for part-time services shared by more than one school district which is listed herein: _____

REFUND OF UNEARNED SALARY: The Party of the Second Part agrees to refund to the school district any salary received for which no teaching services were rendered. (Ark. Stat. 80-1331)

TERMINATION: _____

OTHER CONDITIONS OF EMPLOYMENT: FTE .50

It is important that the following information (which is not a part of the contract) be given.

Years of training: College UALR
Certificate based on Master's Degree or
Semester Hours
Social Security Number [REDACTED]

Total years of experience 21+
Years of experience in this district
Grade or subject to be taught
Member of Teacher Retirement Retiree

TEACHER'S CONTRACT

STATE OF ARKANSAS

COUNTY OF Mississippi

PARTIES: The Armored School District, Party of the First Part, and

Eatmon, Jeanette Edith, Party of the Second Part, agree as follows:

EMPLOYMENT: The Party of the First Part by a majority vote of the directors present at a legally held meeting on the 9th day of August 2010, agrees to employ Eatmon, Edith Jeanette Party of the Second Part as provided herein:

SERVICE: Party of the Second Part agrees to perform services as follows:

Gifted and Talented Teacher and Co-ordinator

Stipend \$1000.00

TIME: The time period covered by this contract is: 190 Months of school; 190 Days of school; 12 Calendar months; From August 9, 2010, to May 30, 2011

COMPENSATION FOR SERVICES: Annual compensation under this contract is \$ 24519.50 to be paid in 12 installments.

BOARD POLICIES: The personnel policies of each school district in effect at the time a teacher's contract is entered into or renewed shall be considered to be incorporated as terms of said contract and shall be binding upon both parties unless changed by mutual consent. (Act 224 of 1983)

CERTIFICATION: The Party of the Second Part certifies that at the date of this contract he or she is not under teaching contract with another school district except for part-time services shared by more than one school district which is listed herein:

REFUND OF UNEARNED SALARY: The Party of the Second Part agrees to refund to the school district any salary received for which no teaching services were rendered. (Ark. Stat. 80-1331)

TERMINATION:

OTHER CONDITIONS OF EMPLOYMENT: FTE .50

Other Related Duties

Given this, the 9th day of August 2011

Edith Jeanette Eatmon
Party of the Second Part (Teacher)

121 Ramblewood

Address (Party of the Second Part)

Bethelwood, Ar. 72315

Susan Hughes
President of the School Board

John Schlegel
Secretary of the School Board

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 LICENSED STAFF JOB ANALYSIS
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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
<hr/>				
██████████	MELISSA R BOOKER			BA BA
	0.48	6015 -	0.00	
	0.05	7070 -	0.00	
TOTAL STUDENTS			0	

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE
[REDACTED]	0.48	MELISSA R BOOKER 6030 -	0.00	BA
TOTAL STUDENTS			0	BA

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
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EDITH J EATMON	1.00	3050 -	0.00	MA MA
			TOTAL STUDENTS	0

GERALD B YOUNG	1.00	1000 -	0.00	MA MA
			TOTAL STUDENTS	0

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE	DE DE
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JACKIE S TURNER

BA BA

0.00	211110	- SPELLING GRD 1	0.00	N	
0.00	211110	- WRITING GRD 1	0.00	N	
0.00	211120	- READING GRD 1	0.00	N	
0.00	211210	- SCIENCE GRD 1	0.00	N	
0.00	211310	- MATH GRD 1	0.00	N	
0.00	211710	- SOCIAL STU GRD1	0.00	N	

TOTAL STUDENTS 90

DANNY W TURNER

MA MA

0.00	222110	- SPELLING GRD 2	0.00	N	
0.00	222110	- WRITING GRD 2	0.00	N	
0.00	222120	- READING GRD 2	0.00	N	
0.00	222210	- SCIENCE GRD 2	0.00	N	
0.00	222310	- MATH GRD 2	0.00	N	
0.00	222710	- SOCIAL STU GRD2	0.00	N	

TOTAL STUDENTS 84

STEPHANIE L DARBY

BA BA

0.00	233210	- SCIENCE GRD 3	0.00	N	
0.00	233210	- SCIENCE GRD 3	0.00	N	
0.00	233310	- MATH GRD 3	0.00	N	
0.00	233310	- MATH GRD 3	0.00	N	
0.00	233710	- SOCIAL STU GRD3	0.00	N	
0.00	233710	- SOCIAL STU GRD3	0.00	N	

TOTAL STUDENTS 99

CYNTHIA D BYRD

BA BA

0.00	200110	- LANG ARTS KF	0.00	N	
0.00	200120	- READING KF	0.00	N	
0.00	200210	- K SCIENCE	0.00	N	
0.00	200310	- MATH KF	0.00	N	
0.00	200710	- SOCIAL STU KF	0.00	N	

TOTAL STUDENTS 75

CHRISTINA F ZIELINSKI

BA BA

0.00	222110	- SPELLING GRD 2	0.00	N	
0.00	222110	- WRITING GRD 2	0.00	N	
0.00	222120	- READING GRD 2	0.00	N	
0.00	222210	- SCIENCE GRD 2	0.00	N	
0.00	222310	- MATH GRD 2	0.00	N	
0.00	222710	- SOCIAL STU GRD2	0.00	N	

TOTAL STUDENTS 90

JACY D LINDSEY

BA BA

0.00	200110	- LANG ARTS KF	0.00	N	
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-----------------	-----	----------------------------------	----------------------------	-----------------

0.00	200120	- READING KF	0.00	N
0.00	200210	- K SCIENCE	0.00	N
0.00	200310	- MATH KF	0.00	N
0.00	200710	- SOCIAL STU KF	0.00	N
TOTAL STUDENTS				65

LEIGH A CASEY

MA MA

0.00	211110	- SPELLING GRD 1	0.00	N
0.00	211110	- WRITING GRD 1	0.00	N
0.00	211120	- READING GRD 1	0.00	N
0.00	211210	- SCIENCE GRD 1	0.00	N
0.00	211310	- MATH GRD 1	0.00	N
0.00	211710	- SOCIAL STU GRD1	0.00	N
TOTAL STUDENTS				90

LISA REYNOLDS

BA BA

0.00	200930	- PHYS ED KF	0.00	N
0.00	211930	- PHYS ED GRD 1	0.00	N
0.00	211930	- PHYS ED GRD 1	0.00	N
0.00	222930	- PHYS ED GRD 2	0.00	N
0.00	233930	- PHYS ED GRD 3	0.00	N
0.00	244930	- PHYS ED GRD 4	0.00	N
0.00	355810	- PHYS ED GRD 5	0.00	N
0.00	366810	- PHYS ED GRD 6	0.00	N
TOTAL STUDENTS				132

JOEY L CARR

BA BA

1.00	2010	-	0.00	0
TOTAL STUDENTS				0

DEBORAH L MOODY

BA BA

0.00	366010	- READING GRD 6	0.00	N
0.00	366010	- READING GRD 6	0.00	N
0.00	366110	- SPELLING GRD 5	0.00	N
0.00	366110	- SPELLING GRD 6	0.00	N
0.00	366110	- WRITING GRD 6	0.00	N
0.00	366110	- WRITING GRD 6	0.00	N
TOTAL STUDENTS				111

SHARON K SPURLOCK

BA BA

0.00	200510	- VISUAL ART KF	0.00	N
0.00	200510	- VISUAL ART KF	0.00	N
0.00	211510	- VISUAL ART GRD1	0.00	N

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	0.00	211510 - VISUAL ART GRD1	0.00	N
	0.00	211510 - VISUAL ART GRD1	0.00	N
	0.00	222510 - VISUAL ART GRD2	0.00	N
	0.00	222510 - VISUAL ART GRD2	0.00	N
	0.00	233510 - VISUAL ART GRD3	0.00	N
	0.00	233510 - VISUAL ART GRD3	0.00	N
	0.00	244510 - VISUAL ART GRD4	0.00	N
	0.00	244510 - VISUAL ART GRD4	0.00	N
	0.00	355510 - VISUAL ART GRD5	0.00	N
	0.00	355510 - VISUAL ART GRD5	0.00	N
	0.00	366510 - VISUAL ART GRD6	0.00	N
	0.00	366510 - VISUAL ART GRD6	0.00	N
TOTAL STUDENTS			248	
SHEILA D LAMPE				
	0.00	244210 - SCIENCE GRD 4	0.00	N
	0.00	244210 - SCIENCE GRD 4	0.00	N
	0.00	244310 - MATH GRD 4	0.00	N
	0.00	244310 - MATH GRD 4	0.00	N
	0.00	244710 - SOCIAL STU GRD4	0.00	N
	0.00	244710 - SOCIAL STU GRD4	0.00	N
TOTAL STUDENTS			108	
EDITH J EATMON				
	0.00	970800 - Gifted and Talented	0.00	N
TOTAL STUDENTS			22	
SHANNON D MILLER				
	0.00	200930 - PHYS ED KF	0.00	N
	0.00	211930 - PHYS ED GRD 1	0.00	N
	0.00	222930 - PHYS ED GRD 2	0.00	N
	0.00	233930 - PHYS ED GRD 3	0.00	N
	0.00	244930 - PHYS ED GRD 4	0.00	N
	0.00	355810 - PHYS ED GRD 5	0.00	N
	0.00	366810 - PHYS ED GRD 6	0.00	N
TOTAL STUDENTS			116	
GAYLA D TIDWELL				
	0.00	355110 - SPELLING GRD 5	0.00	N
	0.00	355110 - SPELLING GRD 5	0.00	N
	0.00	355110 - WRITING GRD 5	0.00	N
	0.00	355110 - WRITING GRD 5	0.00	N
	0.00	355120 - READING GRD 5	0.00	N
	0.00	355120 - READING GRD 5	0.00	N

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE	DE
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TOTAL STUDENTS 120

FRANKIE S ANDERSON

BA BA

0.00	200520	- MUSIC KF	0.00	N	
0.00	200520	- MUSIC KF	0.00	N	
0.00	211520	- MUSIC GRD 1	0.00	N	
0.00	211520	- MUSIC GRD 1	0.00	N	
0.00	211520	- MUSIC GRD 1	0.00	N	
0.00	222520	- MUSIC GRD 2	0.00	N	
0.00	222520	- MUSIC GRD 2	0.00	N	
0.00	233520	- MUSIC GRD 3	0.00	N	
0.00	233520	- MUSIC GRD 3	0.00	N	
0.00	244520	- MUSIC GRD 4	0.00	N	
0.00	244520	- MUSIC GRD 4	0.00	N	
0.00	355560	- MUSIC GRD 5	0.00	N	
0.00	355560	- MUSIC GRD 5	0.00	N	
0.00	366560	- MUSIC GRD 6	0.00	N	
0.00	366560	- MUSIC GRD 6	0.00	N	

TOTAL STUDENTS 248

KANDI M ASHMORE

BA BA

0.00	233110	- SPELLING GRD 3	0.00	N	
0.00	233110	- SPELLING GRD 3	0.00	N	
0.00	233110	- WRITING GRD 3	0.00	N	
0.00	233110	- WRITING GRD 3	0.00	N	
0.00	233120	- READING GRD 3	0.00	N	
0.00	233120	- READING GRD 3	0.00	N	

TOTAL STUDENTS 99

MELISSA R BOOKER

BA BA

0.48	6015	-	0.00		
0.05	7070	-	0.00		

TOTAL STUDENTS 0

DONNA M SKELTON

BA BA

0.00	211110	- SPELLING GRD 1	0.00	N	
0.00	211110	- WRITING GRD 1	0.00	N	
0.00	211120	- READING GRD 1	0.00	N	
0.00	211210	- SCIENCE GRD 1	0.00	N	
0.00	211310	- MATH GRD 1	0.00	N	
0.00	211710	- SOCIAL STU GRD1	0.00	N	

TOTAL STUDENTS 90

RUTH A CHAPPELL

BA BA

0.00	971530	- Special Education Resource Ser	0.00	N	
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	0.00	971540 - Special Education Self-Contain	0.00	N	
TOTAL STUDENTS				4	

SANDRA HARRAH				BA15	BA
	0.50	5010 -	0.00		
TOTAL STUDENTS				0	

LORA D BARNES				BA	BA
0.00	355210	- SCIENCE GRD 5	0.00	N	
0.00	355210	- SCIENCE GRD 5	0.00	N	
0.00	355310	- MATH GRD 5	0.00	N	
0.00	355310	- MATH GRD 5	0.00	N	
0.00	355710	- SOCIAL STU GRD5	0.00	N	
0.00	355710	- SOCIAL STU GRD5	0.00	N	
TOTAL STUDENTS				120	

JUDITH K HUNTER				MA15	MA
0.00	971530	- Special Education Resource Ser	0.00	N	
TOTAL STUDENTS				11	

CHRISTINE E GLASER				BA	BA
0.00	366210	- SCIENCE GRD 6	0.00	N	
0.00	366210	- SCIENCE GRD 6	0.00	N	
0.00	366310	- MATH GRD 6	0.00	N	
0.00	366310	- MATH GRD 6	0.00	N	
0.00	366710	- SOCIAL STU GRD6	0.00	N	
0.00	366710	- SOCIAL STU GRD6	0.00	N	
TOTAL STUDENTS				111	

GENAYA W RUDDICK				MA	MA
0.00	244110	- SPELLING GRD 4	0.00	N	
0.00	244110	- SPELLING GRD 4	0.00	N	
0.00	244110	- WRITING GRD 4	0.00	N	
0.00	244110	- WRITING GRD 4	0.00	N	
0.00	244120	- READING GRD 4	0.00	N	
0.00	244120	- READING GRD 4	0.00	N	
TOTAL STUDENTS				108	

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE	DE
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EMILY E ONNEN

BA BA

0.00	388320	- MATH EXTENDED	0.00	N	
0.00	388320	- MATH EXTENDED	0.00	N	
0.00	388320	- MATH EXTENDED	0.00	N	
0.00	388320	- MATH EXTENDED	0.00	N	
0.00	430000	- ALGEBRA I	1.00	N	
0.00	433000	- PRECALCULUS	0.50	N	
0.00	439030	- ALGEBRAIC CONN	1.00	N	
0.00	530200	- 2ND PART ALG I	1.00	N	
0.00	530200	- 2ND PART ALG I	1.00	N	
0.00	534040	- AP CALCULUS	1.00	N	
0.00	999800	- TEACHER PREP	0.00	N	

TOTAL STUDENTS 102

MELISSA G TUNE

BA BA

0.00	399040	- CT:INTRO	0.00	N	
0.00	399040	- CT:INTRO	0.00	N	
0.00	492120	- CT:BUSINESS APP	1.00	N	
0.00	492120	- CT:BUSINESS APP	1.00	N	
0.00	492120	- CT:BUSINESS APP	1.00	N	
0.00	492150	- DESKTOP I	0.50	N	
0.00	492160	- DESKTOP II	0.50	N	
0.00	493880	- WORK READINESS	0.50	N	
0.00	494420	- OPERATIONS	1.00	N	
0.00	999000	- STUDY HALL	0.00	N	
0.00	999800	- TEACHER PREP	0.00	N	

TOTAL STUDENTS 125

ANTHONY J BYRD

BA BA

0.00	388210	- SCIENCE 8	0.00	N	
0.00	388210	- SCIENCE 8	0.00	N	
0.00	420000	- BIOLOGY	1.00	N	
0.00	423000	- PHYSICALSCIENCE	1.00	N	
0.00	424020	- ENV SCIENCE	1.00	N	
0.00	424020	- ALE ENV SCIENCE	1.00	Y	
0.00	424030	- ANAT/PHYS	1.00	N	
0.00	999800	- TEACHER PREP	0.00	N	

TOTAL STUDENTS 101

CHARLES E BROWN

MA MA

0.00	470000	- US HISTORY	1.00	N	
0.00	485000	- PHYSICAL ED CR	1.00	N	
0.00	485000	- PHYSICAL ED CR	1.00	N	
0.00	485000	- PHYSICAL ED	0.00	N	

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	0.00	570020 - AP US HISTORY	1.00	N	
	0.00	570020 - AP US HISTORY	1.00	N	
	0.00	999800 - TEACHER PREP	0.00	N	
	0.00	999810 - JR BASKETBALL	0.00	N	
	0.00	999810 - SR BASKETBALL	0.00	N	
	0.00	999820 - SR BASEBALL	0.00	N	
TOTAL STUDENTS			93		

TERESA L LAWRENCE

MA MA

	0.00	377120 - READING 7	0.00	N	
	0.00	377120 - READING 7	0.00	N	
	0.00	377120 - READING 7	0.00	N	
	0.00	377120 - READING 7	0.00	N	
	0.05	7070 -	0.00		
TOTAL STUDENTS			32		

LISA REYNOLDS

BA BA

	0.00	377810 - PHYSICAL ED 7G	0.00	N	
	0.00	377810 - PHYSICAL ED 7B	0.00	N	
	0.00	388810 - PHYSICAL ED 8G	0.00	N	
	0.00	388810 - PHYSICAL ED 8B	0.00	N	
	0.00	388850 - HEALTH-8TH	0.00	N	
	0.00	388850 - HEALTH-8TH	0.00	N	
	0.00	388850 - HEALTH-8TH	0.00	N	
	0.00	388850 - HEALTH-8TH	0.00	N	
	0.00	690040 - DRIVER'S ED	0.50	N	
	0.00	690040 - DRIVER'S ED	0.50	N	
	0.00	690040 - DRIVER'S ED	0.50	N	
	0.00	999800 - TEACHER PREP	0.00	N	
TOTAL STUDENTS			140		

JOEY L CARR

BA BA

	0.00	999810 - SR BASKETBALL	0.00	N	
	0.00	999820 - SR SOFTBALL	0.00	N	
TOTAL STUDENTS			19		

SONDRA L MEACHAM

BA BA

	0.00	388130 - JR. AUTHORS 8	0.00	N	
	0.00	411000 - PRE AP ENG II	1.00	N	
	0.00	411000 - PREAP ENG II	1.00	N	
	0.00	413000 - ENGLISH IV	1.00	N	
	0.00	415000 - JOURNALISM	1.00	N	
	0.00	517040 - AP ENG IV	1.00	N	
	0.00	999000 - STUDY HALL	0.00	N	

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	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			98	

MATTHEW O COLLIER

				MA	MA
0.00	471000	- WORLD HISTORY	1.00	N	
0.00	471000	- WORLD HISTORY	1.00	N	
0.00	472000	- CIVICS	0.50	N	
0.00	472000	- CIVICS	0.50	N	
0.00	474200	- CONT AMER HIST	0.50	N	
0.00	474300	- ECONOMICS	0.50	N	
0.00	474300	- ECONOMICS	0.50	N	
0.00	474600	- WORLD GEOGRAPHY	0.50	N	
0.00	971000	- ALE SOC STUDIES	1.00	Y	
0.00	999800	- TEACHER PREP	0.00	N	
TOTAL STUDENTS			135		

KELLEY N HOPPER

				BA	BA
0.00	377210	- PRE AP SCIENCE	0.00	N	
0.00	377210	- PREAP SCIENCE	0.00	N	
0.00	377310	- PRE AP MATH	0.00	N	
0.00	377310	- 7TH GRADE MATH	0.00	N	
0.00	377320	- MATH EXTENDED	0.00	N	
0.00	377320	- MATH EXTENDED	0.00	N	
0.00	378720	- PREAP ARK HIST	0.00	N	
0.00	378720	- PREAP ARK HIST	0.00	N	
0.00	388710	- PREAP SOC ST 8	0.00	N	
0.00	388710	- PREAP SOC ST 8	0.00	N	
0.00	999800	- TEACHER PREP	0.00	N	
TOTAL STUDENTS			187		

SHARON K SPURLOCK

				BA	BA
0.00	377510	- VISUAL ART 7	0.00	N	
0.00	377510	- VISUAL ART 7	0.00	N	
0.00	377510	- VISUAL ART 7	0.00	N	
0.00	377510	- VISUAL ART 7	0.00	N	
0.00	388510	- VISUAL ART 8	0.00	N	
0.00	388510	- VISUAL ART 8	0.00	N	
0.00	388510	- VISUAL ART 8	0.00	N	
0.00	388510	- VISUAL ART 8	0.00	N	
0.00	450000	- ART I	1.00	N	
0.00	450000	- ART I	1.00	N	
0.00	450000	- ART I	1.00	N	
0.00	999800	- TEACHER PREP	0.00	N	
TOTAL STUDENTS			102		

VIRGINIA A MEURER

				BA	BA
0.00	431000	- GEOMETRY	1.00	N	

ANNUAL SCHOOL REPORT - LICENSED STAFF
 LICENSED STAFF JOB ANALYSIS
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 DISTRICT: ARMOREL SCHOOL DISTRICT
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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
	0.00	431000 - GEOMETRY	1.00	N
	0.00	432000 - ALGEBRA II	1.00	N
	0.00	432000 - ALGEBRA II	1.00	N
	0.00	433000 - TRIGONOMETRY	0.50	N
	0.00	439070 - ALGEBRA III	1.00	N
	0.00	530100 - 1ST PART ALG I	1.00	N
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			105	

SHANNON D MILLER

				BA	BA
	0.00	377850 - HEALTH 7	0.00	N	
	0.00	377850 - HEALTH 7	0.00	N	
	0.00	377850 - HEALTH 7	0.00	N	
	0.00	377850 - HEALTH 7	0.00	N	
	0.00	480000 - HEALTH & SAFETY	0.50	N	
	0.00	480000 - HEALTH & SAFETY	0.50	N	
	0.00	480000 - HEALTH & SAFETY	0.50	N	
	0.00	485000 - PHYSICAL ED	0.50	N	
	0.00	485000 - PHYSICAL ED CR	1.00	N	
	0.00	999800 - TEACHER PREP	0.00	N	
	0.00	999810 - JR BASKETBALL	0.00	N	
	0.00	999810 - GIRLS TRACK	0.00	N	
	0.00	999810 - GIRLS TRACK	0.00	N	
TOTAL STUDENTS			91		

FRANKIE S ANDERSON

				BA	BA
	0.00	377560 - GENERAL MUSIC	0.00	N	
	0.00	377560 - GENERAL MUSIC	0.00	N	
	0.00	377560 - GENERAL MUSIC	0.00	N	
	0.00	377560 - GENERAL MUSIC	0.00	N	
	0.00	388560 - GENERAL MUSIC	0.00	N	
	0.00	388560 - GENERAL MUSIC	0.00	N	
	0.00	388560 - GENERAL MUSIC	0.00	N	
	0.00	388560 - GENERAL MUSIC	0.00	N	
	0.00	451000 - INSTRUMENTAL MU	1.00	N	
	0.00	452000 - VOCAL MUSIC I	1.00	N	
	0.00	452040 - VOCAL MUSIC II	1.00	N	
	0.00	999800 - TEACHER PREP	0.00	N	
TOTAL STUDENTS			95		

LORNE S SMITH

				MA	MA
	1.00	2050 -	0.00		
TOTAL STUDENTS			0		

ALAYNA M DUREN

				MA	MA
	0.00	420000 - ADVANCED BIO	1.00	N	

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
	0.00	421000 - PREAP CHEMISTRY	1.00	N
	0.00	422000 - PHYSICS	1.00	N
	0.00	423000 - PHYSICALSCIENCE	1.00	N
	0.00	423000 - PHYSICALSCIENCE	1.00	N
	0.00	523030 - AP ENV SCIENCE	1.00	N
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS				64

MELISSA R BOOKER				BA	BA
	0.48	6030 -	0.00	0	
TOTAL STUDENTS				0	

DEANNA J CARR				BA	BA
	0.00	399050 - KEYBOARDING	0.00	N	
	0.00	399050 - KEYBOARDING	0.00	N	
	0.00	492100 - ACCOUNTING I	1.00	N	
	0.00	492150 - DESKTOP I	0.50	N	
	0.00	492150 - DESKTOP I	0.50	N	
	0.00	492160 - DESKTOP II	0.50	N	
	0.00	492160 - DESKTOP II	0.50	N	
	0.00	492360 - MULTI APP I	0.50	N	
	0.00	492370 - MULTI APP II	0.50	N	
	0.00	492380 - OFFICE MANAG.	1.00	N	
	0.00	999800 - TEACHER PREP	0.00	N	
TOTAL STUDENTS				109	

ANGELA C DEETER				BA	BA
	0.00	414000 - ORAL COMMUNICAT	0.50	N	
	0.00	414000 - ORAL COMMUNICAT	0.50	N	
	0.00	416000 - DRAMA	0.50	N	
	0.00	416000 - DRAMA	0.50	N	
	0.00	441000 - FRENCH I	1.00	N	
	0.00	441000 - FRENCH I	1.00	N	
	0.00	441010 - FRENCH II	1.00	N	
	0.00	441010 - FRENCH II	1.00	N	
	0.00	519100 - SENIOR AUTHORS	1.00	N	
	0.00	999800 - TEACHER PREP	0.00	N	
TOTAL STUDENTS				125	

SANDRA HARRAH				BA15	BA
	0.50	5020 -	0.00	0	
TOTAL STUDENTS				0	

CHRISTI L MCCURRY				MA	MA
	0.00	377710 - PRE AP SOC STU	0.00	N	

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
	0.00	388120 - READING 8	0.00	N
	0.00	410000 - PREAP ENGLISH I	1.00	N
	0.00	410000 - PREAP ENGLISH I	1.00	N
	0.00	412000 - ENGLISH III	1.00	N
	0.00	412000 - PRE AP ENG III	1.00	N
	0.00	413000 - ALE ENGLISH IV	1.00	Y
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			95	

MARY D GIFFORD

BA BA

	0.00	377110 - PRE AP ENGLISH	0.00	N
	0.00	377110 - PRE AP ENGLISH	0.00	N
	0.00	377130 - JR AUTHORS 7	0.00	N
	0.00	377710 - PRE AP SOC STU	0.00	N
	0.00	388110 - PRE AP ENGLISH	0.00	N
	0.00	388110 - PRE AP ENGLISH	0.00	N
	0.00	999000 - STUDY HALL	0.00	N
	0.00	999000 - STUDY HALL	0.00	N
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			147	

THERESA K BRUCE

BA BA

	0.00	399080 - FWCSI	0.00	N
	0.00	399080 - FWCSI	0.00	N
	0.00	399100 - CAREER ORIENT	0.00	N
	0.00	399100 - CAREER ORIENT	0.00	N
	0.00	493020 - CHILD DEV	0.50	N
	0.00	493020 - CHILD DEV	0.50	N
	0.00	493080 - FAM/CON/SCIENCE	1.00	N
	0.00	493080 - FAM/CON/SCIENCE	1.00	N
	0.00	493160 - LEADERSHIP	0.50	N
	0.00	493190 - PERS&FAM FINANC	0.50	N
	0.00	493210 - PARENTING	0.50	N
	0.00	493210 - PARENTING	0.50	N
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			178	

WILLIAM D PELTS, JR

BA BA

	0.00	495550 - G/M/A WELD2	1.00	N
	0.00	495550 - G/M/A WELD2	1.00	N
	0.00	495570 - METAL FAB	1.00	N
	0.00	495570 - METAL FAB	1.00	N
	0.00	495570 - METAL FAB	1.00	N
	0.00	495580 - S/M/ARC WELD3	1.00	N
	0.00	999000 - STUDY HALL	0.00	N

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SSN/ TEACHER	FTE	JOB/COURSE CODE - DESCRIPTION	COURSE ALT CREDIT ENVIR	DEGREE DE DE
	0.00	999800 - TEACHER PREP	0.00	N
TOTAL STUDENTS			40	

MARY E ZIELINSKI

MA MA

0.00	971530 - RESOURCE SERVIC	0.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	971550 - RESOURCE SC	1.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	971550 - RESOURCE SC	0.00	N
0.00	972100 - RES ENGLISH	1.00	N
0.00	972100 - RES ENGLISH	1.00	N
0.00	972100 - RES ENGLISHNC	0.00	N
0.00	972100 - RES ENGLISHNC	0.00	N
0.00	972100 - RES ENGLISHNC	0.00	N
0.00	972110 - RES READING NC	0.00	N
0.00	972110 - RES READING NC	0.00	N
0.00	972200 - RES SCIENCE	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH	1.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972300 - RES MATH NC	0.00	N
0.00	972700 - SPED SOC STU	0.00	N
0.00	973900 - 9-GD RES MATH	1.00	N
0.00	973910 - SCIENCE 10TH	1.00	N
TOTAL STUDENTS			33

Arkansas Professional Licensure System

Professional Licensure Limited View Screen

Prefix:**First Name:** MELISSA**Middle Name:** RHEA**Last Name:** BOOKER**Maiden Name:** HERRINGTON**R & R status:****PL Status:** *Approved***Issue Date:** 11/20/2010**License Effective Date:** 01/01/2011**Class Code:** 07**Class Description:** Five Year**License Expiration Date:** 12/31/2015**NCBC Status:** *Approved***NCBC Action Date:****Date ASP Cleared:** 01/01/1999**Date FBI Cleared:** 10/10/1999**Central Registry Cleared:****Six Month Effective Date:** 01/01/1999
LEA:**Six Month Expiration Date:** 12/31/1999
District:**Administrator License Information****Status:****Issue Date:**

Appl Type	Appl Date	Appl Status	Class Code	Description	Effective Date	Expiration Date
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AREAS:

Supervisor	Appl Type	Date	Code	Type	Description	GL	GH	Date	Status
	Adding certifi	06/28/1953	001	Certification Area	Early Child Ed	P	04	08/10/2000	Approved
	Adding certifi	06/28/1953	056	Certification Area	Middle Sch Eng	05	08	08/10/2000	Approved
	Adding certifi	06/28/1953	183	Certification Area	Elem	K	06	08/10/2000	Approved
	Adding certifi	06/21/2004	522	Certification Area	Guid Elem	K	09	06/30/2004	Approved
	Adding certifi	06/21/2004	523	Certification Area	Guid Sec	05	12	06/30/2004	Approved

LICENSURE FEE INFORMATION:

Application Type	Code	Application Date	Fee Paid	Fee Paid Date
RNWL		01/01/2010	100.00	08/17/2010

[Applicant Search](#)
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[Classified Search](#)

	TOTAL	01	02	03	04	05	06	07	08	09	10	11	12	KF	PK
ASIAN MALES	8	1	2		1	0	0	0	0	0	1	0	0	2	1
ASIAN FEMALES	3	0	0	0	2	0	0	1	0	0	0	0	0	0	0
ASIAN Subtots	11	1	2	0	3	0	0	1	0	0	1	0	0	2	1
BLACK MALES	19	1	0	0	1	0	2	2	0	3	5	2	1	2	0
BLACK FEMALES	34	1	2	1	2	3	3	2	8	4	3	2	2	1	0
BLACK Subtots	53	2	2	1	3	3	5	4	8	7	8	4	3	3	0
HISPANIC MALES	9	3	1	0	0	1	1	0	1	0	0	0	0	1	1
HISPANIC FEMALES	16	2	2	3	1	1	1	0	1	0	2	1	0	2	0
HISPANIC Subtots	25	5	3	3	1	2	2	0	2	0	2	1	1	2	1
NATIVE AM MALES	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0
NATIVE AM FEMALES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NATIVE AM Subtots	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0
HAWAII/PI MALES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
HAWAII/PI FEMALES	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
HAWAII/PI Subtots	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0
WHITE MALES	181	21	12	11	14	17	9	18	16	13	10	14	12	10	4
WHITE FEMALES	200	15	13	19	13	19	19	10	20	23	12	10	8	12	7
WHITE Subtots	381	36	25	30	27	36	28	28	36	36	22	24	20	22	11
ALL MALES	219	26	15	11	16	18	12	20	17	16	16	17	15	14	6
ALL FEMALES	254	18	17	23	18	23	23	13	30	27	17	13	10	15	7
ALL STUDENTS	473	44	32	34	34	41	35	33	47	43	33	30	25	29	13

RECEIVED
OCT 15 2010

District LEA # 4701

STANDARDS

STATEMENT OF ASSURANCE

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

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2010-2011 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

ARMOREL School District in MISSISSIPPI County as of October 1, 2010, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that ARMOREL School District is in compliance for the 2010-2011 school year (July 1, 2010 – June 30, 2011) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

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

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

Contracts or letters of agreement, which shall include:

- A. Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);
 - B. Statement that transportation will be provided to off-campus sites; and
 - C. Signatures of both superintendents/directors.
2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.
 3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).
 4. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

113. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.
114. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.
115. The school district is in compliance with Ark. Code Ann. § 20-7-135 concerning prohibition for elementary school students' in-school access to vending machines offering food and beverages.
116. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.
117. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.
118. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

PLEASE ATTACH ALL PERTINENT DOCUMENTATION TO THIS STATEMENT OF ASSURANCEPresident of Board's Signature: [Signature] Date: 10-8-10Superintendent's Signature: [Signature] Date: 10-8-10Superintendent's Name (printed): GERALD BRUCE YOUNGDistrict Contact Person (Name/title): Christine Lee/ Superintendent's SecretaryPhone # 870-763-6639 E-mail Address: clee@armorel.k12.ar.us

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

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

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

Attachments for Cutter-Morning Star School District

- June 17, 2011 letter, re: Opportunity to address SBE
- May 13, 2011 letter, re: Identification of Accredited-Probationary Status
- Notice of Appeal Process (May 13, 2011)
- Annual Accreditation Status Report (2010-2011) (May 11, 2011)
- Certified Mail Receipts
- District Response to letter (None)
- Licensure Information
- Statement of Assurance for the 2010-11 School Year



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 17, 2011

State Board
of Education

Dr. Naccaman Williams
Springdale
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Clinton
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El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. Lance Robinson, Superintendent
Cutter-Morning Star School District
2801 Spring Street
Hot Springs, AR71901

**Re: Second Year of Probationary Status
(VIA CERTIFIED AND REGULAR MAIL)**

Mr. Robinson:

On June 13, 2011, the Arkansas State Board of Education (State Board) classified the following schools/school district as probationary for failing to meet all standards for accreditation for two consecutive years:

Cutter-Morning Star High School

The purpose of this letter is to provide you with notice, pursuant to Ark. Code Ann. §§ 6-15-206-207, that the State Board is required to take action. Ark. Code Ann. § 6-15-207(b) provides that the State Board shall take at least one of the following actions listed in Ark. Code Ann. § 6-15-207(c) to address any school or school district which has failed to meet all standards for accreditation for two (2) consecutive school years, including the year the probationary status is declared:

- (1) Require a school district to reorganize or reassign the administrative, instructional, or support staff of a public school;
- (2) Require a school or school district to institute and fully implement a curriculum that is based on state academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
- (3) Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of the school or schools;
- (4) Require a school district to close down or dissolve a particular school or schools within a school district;

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

Mr. Lance Robinson, Superintendent
Cutter-Morning Star School District
June 17, 2011
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- (5) Annex a school district or districts or parts thereof with another receiving school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.
- (6) Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq.
- (7) Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both; and
- (8) Take any other appropriate action allowed by law which is determined by the State Board to assist and address a school or school district failure to meet the standards for accreditation.

The State Board will take this matter into consideration during its scheduled meeting **Monday, July 11, 2011 in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the Cutter-Morning Star School District who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any comments in writing, you may do so by submitting those documents to my office by **noon on Tuesday, June 21, 2011.**

Please also be advised that pursuant to Ark. Code Ann. § 6-15-208, your school district must publish the probationary status determination and findings of the State Board to the public and the parents or caregiver of each student enrolled in the school or school district determined to have failed to meet the standards for accreditation. The public notice must be in an understandable and uniform format. The public notice must also be published or disseminated, immediately after the State Board's determination, on your school district's website and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in your school district.

Mr. Lance Robinson, Superintendent
Cutter-Morning Star School District
June 17, 2011
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Thank you for your attention to this matter. Please contact me at 501-682-4555 should you have any questions or require additional information.

Sincerely,



Jonnie Walters
ADE-Standards Assurance Unit

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
Charity Smith, Ed.D., Assistant Commissioner, Division of Academic Accountability
Jeremy C. Lasiter, General Counsel
State Board Office



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

**State Board
of Education**

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Little Rock

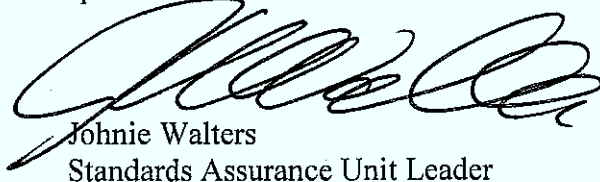
May 13, 2011

Mr. Lance Robinson, Superintendent
Cutter-Morning Star School District
2801 Spring Street
Hot Springs, AR 71901

Dear Mr. Robinson:

This letter is to inform you that your district has received a status of Accredited-Probationary for at least one LEA in your District. Please review the enclosed memos for information regarding the process for appeal and other information regarding assignment of Accredited-Probationary status.

If you have any question, you may contact your Standards Assurance specialist at 501-682-4380.



Johnie Walters
Standards Assurance Unit Leader

pc: Dr. Charity Smith, Assistant Commissioner, Academic Accountability
Jeremy C. Lasiter, General Counsel

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

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: May 13, 2011
TO: District Superintendent
FROM: Johnie Walters, Standards Assurance Unit Leader
SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Communication Memo Number COM-11-043 (Memo). The Report included a list of initial probationary violations and/or citations for the 2010-2011 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 15, 2011. 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 2010-2011 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, 2011.

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 31, 2011; the Board hearing concerning your appeal must be held prior to August 15, 2011. 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 31, 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.

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Lea: 26-01-000

County: GARLAND

Page #: 1

District: CUTTER-MORNING STAR SCH. DIST.

Supervisor: R. CAUSBIE
=====

2010-2011

Status:

Review Date:

Comments:

2009-2010

Status:

Review Date:

Comments:

2008-2009

Status:

Review Date:

Comments:

Enrollment-	K	42
	1	53
	2	50
	3	41
	4	42
	5	47
	6	49
	7	46
	8	48
	9	59
	10	54
	11	45
	12	64
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 26-01-000: 640

FTE Totals-

Counselor	2.00
Principal	2.00
Asst. Principal	0.00
Library/Media	2.00

Staff Development Hours:

Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 2

Lea: 26-01-001

School: CUTTER-MORNING STAR ELEM. SCH.
=====

2010-2011 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
355110 Language Arts Grade 5

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
355130 Reading Grade 5

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
355210 Science Grade 5

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
355310 Mathematics Grade 5

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
355710 Social Studies Grade 5

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
358820 Physical Activity 5-8 (combination)

8314 PROVISIONAL

██████████ KATHERINE A PEARCE
999800 Prep Period

2009-2010 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT

██████████ ERICA T HITT
211520 Grade 1 Music

09/01/2012 Licensure Completion Deadline

8313 JOB NOT CERT

██████████ ERICA T HITT
222520 Grade 2 Music

09/01/2012 Licensure Completion Deadline

8313 JOB NOT CERT

██████████ ERICA T HITT
233520 Grade 3 Music

09/01/2012 Licensure Completion Deadline

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 3

Lea: 26-01-001

School: CUTTER-MORNING STAR ELEM. SCH.
=====

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] ERICA T HITT
244520 Grade 4 Music

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DYANN F KEY
972100 Special Education Language Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DYANN F KEY
972110 Special Education Reading

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DYANN F KEY
972200 Special Education Science

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DYANN F KEY
972300 Special Education Mathematics

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DYANN F KEY
972700 Special Education Social Studies

2008-2009 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED] STEPHANIE DIXON
972100 Special Education Language Arts

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED] STEPHANIE DIXON
972110 Special Education Reading

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED] STEPHANIE DIXON
972200 Special Education Science

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED] STEPHANIE DIXON
972300 Special Education Mathematics

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED] STEPHANIE DIXON
972700 Special Education Social Studies

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 4

Lea: 26-01-001

School: CUTTER-MORNING STAR ELEM. SCH.
=====

Enrollment-	K	42
	1	53
	2	50
	3	41
	4	42
	5	47
	6	49
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 26-01-001:	-----	324
---------------------------------	-------	-----

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	8285

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 5

Lea: 26-01-002

School: CUTTER-MORNING STAR HIGH SCH.
=====

2010-2011 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2011 Comments: JASON W JONES NO ALP NO WAIVER FOR ARKANSAS
HISTORY CHRISTOPHER A POWERS
EXPIRED LICENSE

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] JASON W JONES Cite
378720 Arkansas History 7-8

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] SHEILA M GADBERRY Cite
6030 High School Guidance Counselor

8314 PROVISIONAL
[REDACTED] LYNN R KING
410000 English 9

8314 PROVISIONAL
[REDACTED] LYNN R KING
411000 English 10

8314 PROVISIONAL
[REDACTED] LYNN R KING
999800 Prep Period

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
[REDACTED] AIMEE C WEBB
971500 Special Education Itinerant Services

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] AIMEE C WEBB Cite
971530 Special Education Resource Services

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
[REDACTED] AIMEE C WEBB
972100 Special Education Language Arts

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
[REDACTED] AIMEE C WEBB
972300 Special Education Mathematics

8312 CERT. EXPIRED
[REDACTED] CHRISTOPHER A POWERS Probation
414000 Oral Communications (.5 credit)

8312 CERT. EXPIRED
[REDACTED] CHRISTOPHER A POWERS Probation
416000 Drama (.5 credit)

8312 CERT. EXPIRED
[REDACTED] CHRISTOPHER A POWERS Probation
999800 Prep Period

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 6

Lea: 26-01-002

School: CUTTER-MORNING STAR HIGH SCH.
=====

8314 PROVISIONAL

[REDACTED] MICHAEL L ANDERSON
377310 Mathematics Grade 7

8314 PROVISIONAL

[REDACTED] MICHAEL L ANDERSON
377900 Tools for Learning Grade 7

8314 PROVISIONAL

[REDACTED] MICHAEL L ANDERSON
388310 Mathematics Grade 8

8314 PROVISIONAL

[REDACTED] MICHAEL L ANDERSON
999800 Prep Period

8314 PROVISIONAL

[REDACTED] BETTY J EDWARDS
971530 Special Education Resource Services

8314 PROVISIONAL

[REDACTED] BETTY J EDWARDS
972100 Special Education Language Arts

8314 PROVISIONAL

[REDACTED] BETTY J EDWARDS
972300 Special Education Mathematics

8314 PROVISIONAL

[REDACTED] BETTY J EDWARDS
973900 9th Grade Math Portfolio-----
2009-2010

Status: ACCREDITED - PROBATIONARY

Review Date: 10/15/2010 Comments: NO WAIVER LETTER-JASON W. JONES

8313 JOB NOT CERT

[REDACTED] JASON W JONES
378720 Arkansas History 7-8

09/01/2012 Licensure Completion Deadline

8313 JOB NOT CERT

[REDACTED] SHEILA M GADBERRY
6030 High School Guidance Counselor

09/01/2012 Licensure Completion Deadline

8313 JOB NOT CERT

[REDACTED]
399050 Keyboarding (7-8 grade)

09/01/2011 Licensure Completion Deadline

8313 JOB NOT CERT

[REDACTED] MATTHEW P NEAVILLE
421000 Chemistry

09/01/2012 Licensure Completion Deadline

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 7

Lea: 26-01-002

School: CUTTER-MORNING STAR HIGH SCH.
=====

8314 PROVISIONAL

[REDACTED] LYNN R KING
410000 English 9

8314 PROVISIONAL

[REDACTED] LYNN R KING
411000 English 10

8314 PROVISIONAL

[REDACTED] LYNN R KING
999800 Prep Period

8313 JOB NOT CERT

09/01/2012 Licensure Completion Deadline

[REDACTED] AIMEE C WEBB
971530 Special Education Resource Services

8313 JOB NOT CERT

09/01/2012 Licensure Completion Deadline

[REDACTED] AIMEE C WEBB
973900 9th Grade Math Portfolio

8314 PROVISIONAL

[REDACTED] CHRISTOPHER A POWERS
414000 Oral Communications (.5 credit)

8314 PROVISIONAL

[REDACTED] CHRISTOPHER A POWERS
416000 Drama (.5 credit)

8314 PROVISIONAL

[REDACTED] CHRISTOPHER A POWERS
999800 Prep Period

8313 JOB NOT CERT

09/01/2010 Licensure Completion Deadline

[REDACTED] MELISA A BYRD
493860 Internship

8313 JOB NOT CERT

09/01/2012 Licensure Completion Deadline

[REDACTED] MELVILLE H HALL
493880 Workplace Readiness (.5 credit)

8313 JOB NOT CERT

09/01/2012 Licensure Completion Deadline

[REDACTED] DYANN F KEY
971530 Special Education Resource Services-----
2008-2009

Status: ACCREDITED-CITED

Review Date:

Comments:

8313 JOB NOT CERT

09/01/2011 Licensure Completion Deadline

[REDACTED] STEPHANIE DIXON
971530 Special Education Resource Services

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/11/2011

Page #: 8

Lea: 26-01-002

School: CUTTER-MORNING STAR HIGH SCH.
=====

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
 [REDACTED] JILL L WILLIAMS
 453000 Survey of Fine Arts (.5 credit)

8313 JOB NOT CERT 09/01/2010 Licensure Completion Deadline
 [REDACTED] MELISA A BYRD
 493860 Internship

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
 [REDACTED] MELVILLE H HALL
 399100 Career Orientation

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	46
	8	48
	9	59
	10	54
	11	45
	12	64
	EE	0
	SM	0
	SS	0
	13	0

 Total enrollment for 26-01-002: 316

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7430

7004 2890 0004 4227 5374

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Return Receipt Fee (Endorsement Required)	2.30
Restricted Delivery Fee (Endorsement Required)	
Total Postage	4.63



Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP
 PS Form 3800

Lance Robinson, Superintendent
 Cutter Morning Star School District
 2801 Spring Street
 Hot Springs, AR 71901

SENDER: COMPLETE THIS SECTION

- Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Lance Robinson, Superintendent
 Cutter Morning Star School District
 2801 Spring Street
 Hot Springs, AR 71901

2. Article Number
 (Transfer from service label)

PS Form 3811, February 2004

COMPLETE THIS SECTION ON DELIVERY

- A. Signature
 x *[Signature]* ☐ Agent
☐ Addressee
- B. Received by (Printed Name)
[Signature]
- C. Date of Delivery
- D. Is delivery address different from Item 1? ☐ Yes
 If YES, enter delivery address below: ☒ No

3. Service Type

- ☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

7004 2890 0004 4227 5374

Domestic Return Receipt

102595-02-M-1540

Arkansas Professional Licensure System

Professional Licensure Limited View Screen

Prefix:

First Name: JASON

Middle Name: WAYNE

Last Name: JONES

Maiden Name:

R & R status:

PL Status: *Approved*

Issue Date: 07/29/2010

License Effective Date: 01/01/2010

Class Code: 07

Class Description: *Five Year*License Expiration
Date: 12/31/2014NCBC Status: *Approved*

NCBC Action Date:

Date ASP Cleared: 08/11/2009

Date FBI Cleared: 09/29/2009

Central Registry
Cleared: 12/28/2009

Six Month Effective Date:

Six Month Expiration Date:

LEA:

District:

Administrator License Information

Appl Type	Appl Date	Appl Status	Class Code	Description	Effective Date	Expiration Date
-----------	-----------	-------------	------------	-------------	----------------	-----------------

AREAS:

Supervisor	Appl Type	Date	Code	Type	Description	GL	GH	Date	Status
	Adding certifi	06/28/1953	082		Certification Area Sec Phy Ed	07	12	11/20/1997	Approved

LICENSURE FEE INFORMATION:

Application Type Code	Application Date	Fee Paid	Fee Paid Date
CNVP	07/26/2010	100.00	07/26/2010

[Applicant Search](#)
[Main Menu](#)
[Log Out](#)
[Classified Search](#)

Arkansas Professional Licensure System

Professional Licensure Limited View Screen

Prefix:**First Name:** CHRISTOPHER**Middle Name:** ALAN**Last Name:** POWERS**Maiden Name:****R & R status:****PL Status:** Approved**Issue Date:** 08/25/2009**License Effective Date:** 08/01/2009**Class Code:** 01**Class Description:** One Year**License Expiration Date:** 08/01/2010**NCBC Status:** Approved**NCBC Action Date:****Date ASP Cleared:** 01/29/2008**Date FBI Cleared:** 02/27/2008**Central Registry Cleared:****Six Month Effective Date:****LEA:****Six Month Expiration Date:****District:****Administrator License Information****Status:****Issue Date:**

Appl Type	Appl Date	Appl Status	Class Code	Description	Effective Date	Expiration Date
-----------	-----------	-------------	------------	-------------	----------------	-----------------

AREAS:

Supervisor	Appl Type	Date	Code	Type	Description	GL	GH	Date	Status
Non-Traditional	09/16/2008	207	Certification Area	Drama/Speech	P	08	09/17/2008	Approved	
Non-Traditional	09/16/2008	208	Certification Area	Drama/Speech	07	12	09/17/2008	Approved	

LICENSURE FEE INFORMATION:

Application Type Code	Application Date	Fee Paid	Fee Paid Date
CNVIS		100.00	04/13/2011

[Applicant Search](#)
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Professional Licensure Limited View Screen

Prefix:
First Name: CHRISTOPHER

Middle Name: ALAN

Last Name: POWERS

Maiden Name:
R & R status:
PL Status: Approved

Issue Date: 06/10/2011

License Effective Date: 01/01/2011

Class Code: 07

Class Description: Five Year

License Expiration Date: 12/31/2015

NCBC Status: Approved

NCBC Action Date:
Date ASP Cleared: 01/29/2008

Date FBI Cleared: 02/27/2008

Central Registry Cleared: 05/03/2011

Six Month Effective Date:
LEA:
Six Month Expiration Date:
District:
Administrator License Information
Status:
Issue Date:

Appl Type	Appl Date	Appl Status	Class Code	Description	Effective Date	Expiration Date
-----------	-----------	-------------	------------	-------------	----------------	-----------------

AREAS:

Supervisor	Appl Type	Date	Code	Type	Description	GL	GH	Date	Status
	Non-Traditional	09/16/2008	207	Certification Area	Drama/Speech	P	08	09/17/2008	Approved
	Non-Traditional	09/16/2008	208	Certification Area	Drama/Speech	07	12	09/17/2008	Approved

LICENSURE FEE INFORMATION:

Application Type Code	Application Date	Fee Paid	Fee Paid Date
CNVP	04/13/2011	100.00	04/13/2011

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[Main Menu](#)
[Log Out](#)
[Classified Search](#)

RECEIVED
OCT 18 2010

District LEA # 2601

STANDARDS
ASSURANCE

STATEMENT OF ASSURANCE

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

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2010-2011 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Cutter Morning Star School District in Garland County as of October 1, 2010, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Cutter Morning Star School District is in compliance for the 2010-2011 school year (July 1, 2010 – June 30, 2011) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

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

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

Contracts or letters of agreement, which shall include:

- A. Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);
 - B. Statement that transportation will be provided to off-campus sites; and
 - C. Signatures of both superintendents/directors.
2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.
 3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).
 4. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

113. The school district is in compliance with Ark. Code Ann. § 6-41-201 et seq. concerning children with disabilities.
114. The school district is in compliance with Ark. Code Ann. § 6-80-107 concerning electronic transmission of transcripts.
115. The school district is in compliance with Ark. Code Ann. § 20-7-135 concerning prohibition for elementary school students' in-school access to vending machines offering food and beverages.
116. The school district is in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) concerning the privacy of student education records.
117. The school district is in compliance with Section 4141 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, Subpart 3, (PL 107-110 § 4141) concerning gun-free schools.
118. The school district is in compliance with Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB) of 2001, (PL 107-110 § 9524) concerning prayer in public schools.

PLEASE ATTACH ALL PERTINENT DOCUMENTATION TO THIS STATEMENT OF ASSURANCE

President of Board's Signature: *Sandy Walker* Date: 10-12-10

Superintendent's Signature: *Lance Robinson* Date: 10-12-10

Superintendent's Name (printed): Lance Robinson

District Contact Person (Name/title): Lance Robinson Superintendent
Phone# 501-262-2414 E-mail Address: lancer@cms.dsc.k12.ar.us

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

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

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

- (1) Conduct a random on-site visit;

Attachments for Mayflower School District

- June 17, 2011 letter, re: Opportunity to address SBE
- May 13, 2011 letter, re: Identification of Accredited-Probationary Status
- Notice of Appeal Process (May 13, 2011)
- Annual Accreditation Status Report (2010-2011) (May 5, 2011)
- Certified Mail Receipts (May 12, 2011)
- District Response to letter (May 31, 2011)
- District ALP Request (2009-10 School Year)
- Licensure Information
- ADE-District Waivers Granted (2009-10 School Year)
- Statement of Assurance for the 2010-11 School Year



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

June 17, 2011

State Board
of Education

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Springdale
Chair

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Clinton
Vice Chair

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Jim Cooper
Melbourne

Brenda Gullett
Fayetteville

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. John Gray, Superintendent
Mayflower School District
15 Old Sandy Road
Mayflower, AR 72106

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

Mr. Gray:

On May 13, 2011, pursuant to Ark. Code Ann. § 6-15-203, the Arkansas Department of Education (ADE) notified you of the following school failing to meet Standards for Accreditation for the 2010-11 school year:

Mayflower Middle School

Pursuant to Ark. Code Ann. § 6-15-203, your school district had the right to appeal the ADE's determination to the Arkansas State Board of Education (State Board). The appeal was required to be filed by May 30, 2011. Your district filed an appeal on May 27, 2011.

The State Board will conduct a hearing concerning this appeal during its scheduled meeting **Monday, July 11, 2011, in the Auditorium of the Arkansas Department of Education-Arch Ford Education Building, Four State Capitol Mall, Little Rock, Arkansas, at 9:00 a.m.** You will have an opportunity to address the State Board at that time. The State Board hearing will be conducted pursuant to the legal authority and jurisdiction vested in the State Board by Ark. Code Ann. § 6-15-201 et seq. and the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

You and any other representatives of the Mayflower School District who can address questions from the State Board concerning this matter should plan to be in attendance during the meeting. Should you wish to submit any documents, exhibits, or written comments, you may do so by submitting those items to my office by **noon on Tuesday, June 21, 2011.**

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

Mr. John Gray, Superintendent
Mayflower School District
June 17, 2011
Page 2

Thank you for your attention to this matter. Please contact me at 501-682-4555 should you have any questions or require additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Johnie Walters", written over the word "Sincerely,".

Johnie Walters
ADE-Standards Assurance Unit

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education
Charity Smith, Ed.D., Assistant Commissioner, Division of Academic Accountability
Jeremy C. Lasiter, General Counsel
State Board Office



ARKANSAS DEPARTMENT OF EDUCATION

Dr. T. Kenneth James
Commissioner

**State Board
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Diane Tatum
Pine Bluff

May 13, 2011

Mr. John Gray, Superintendent
Mayflower School District
P.O. Box 127
Mayflower, AR 72106

Dear Mr. Gray:

This letter is to inform you that your district has received a status of Accredited-Probationary for at least one LEA in your District. Please review the enclosed memos for information regarding the process for appeal and other information regarding assignment of Accredited-Probationary status.

If you have any question, you may contact your Standards Assurance specialist at 501-682-4380.

Johnie Walters
Standards Assurance Unit Leader

pc: Dr. Charity Smith, Assistant Commissioner, Academic Accountability
Jeremy C. Lasiter, General Counsel

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

MEMO



ARKANSAS
DEPARTMENT
OF EDUCATION

DATE: May 13, 2011
TO: District Superintendent
FROM: Johnie Walters, Standards Assurance Unit Leader
SUBJECT: Notification of Failure to Meet Standards for Accreditation

An Initial Accreditation Status Report (Report) was sent in March by this office as well as a copy of Commissioner's Communication Memo Number COM-11-043 (Memo). The Report included a list of initial probationary violations and/or citations for the 2010-2011 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 15, 2011. 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 2010-2011 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, 2011.

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 31, 2011; the Board hearing concerning your appeal must be held prior to August 15, 2011. 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 31, 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.

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 1

Lea: 23-05-000

District: MAYFLOWER SCHOOL DISTRICT

County: FAULKNER

Supervisor: L. CLAY

2010-2011

Status:

Review Date:

Comments:

2009-2010

Status:

Review Date:

Comments:

2008-2009

Status:

Review Date:

Comments:

Enrollment-	K	71
	1	63
	2	96
	3	88
	4	79
	5	87
	6	86
	7	82
	8	89
	9	90
	10	73
	11	78
	12	72
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 23-05-000: 1054

FTE Totals-

Counselor	0.00
Principal	3.00
Asst. Principal	0.00
Library/Media	2.00

Staff Development Hours:

Total Book Volume:

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 2

Lea: 23-05-025

School: MAYFLOWER ELEMENTARY SCHOOL

2010-2011 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS Cite
211510 Grade 1 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS Cite
222510 Grade 2 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS Cite
233510 Grade 3 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS Cite
244510 Grade 4 Visual Arts

2009-2010 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS
211510 Grade 1 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS
222510 Grade 2 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS
233510 Grade 3 Visual Arts

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
██████████ KRISTEN E SELLERS
244510 Grade 4 Visual Arts

2008-2009 Status: ACCREDITED
Review Date: Comments:

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 3

Lea: 23-05-025

School: MAYFLOWER ELEMENTARY SCHOOL

Enrollment-	K	71
	1	63
	2	96
	3	88
	4	79
	5	0
	6	0
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 23-05-025: 397

FTE Totals-

Counselor	0.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7151

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 4

Lea: 23-05-026

School: MAYFLOWER HIGH SCHOOL

2010-2011 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
410000 English 9

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
411000 English 10

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
412000 English 11

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
413000 English 12

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
415000 Journalism

2009-2010 Status: ACCREDITED
Review Date: Comments:

8314 PROVISIONAL
[REDACTED] SHARLEE M CROWSON
970130 Remediation/Enrichment

8314 PROVISIONAL
[REDACTED] SHARLEE M CROWSON
999800 Prep Period

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
411000 English 10

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
412000 English 11

8314 PROVISIONAL
[REDACTED] SAMANTHA B CARPENTER
413000 English 12

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 5

Lea: 23-05-026

School: MAYFLOWER HIGH SCHOOL
=====

8314 PROVISIONAL

[REDACTED] SAMANTHA B CARPENTER
415000 Journalism

8314 PROVISIONAL

[REDACTED] SAMANTHA B CARPENTER
999130 Annual

2008-2009

Status: ACCREDITED-CITED

Review Date:

Comments:

8313 JOB NOT CERT

09/01/2009 Licensure Completion Deadline

[REDACTED] GRANT SMITH
415000 Journalism

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	90
	10	73
	11	78
	12	72
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 23-05-026: 313

FTE Totals-

Counselor	0.00
Principal	1.00
Asst. Principal	0.00
Library/Media	0.00

Staff Development Hours:	60
Total Book Volume:	6236

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 6

Lea: 23-05-027

School: MAYFLOWER MIDDLE SCHOOL

2010-2011 Status: ACCREDITED - PROBATIONARY
Review Date: 10/15/2011 Comments: DAVID L. DAVENPORT-NO ALP-NO WAIVER

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DAVID L DAVENPORT Cite
378720 Arkansas History 7-8

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
[REDACTED] KRISTEN E SELLERS
377510 Visual Art Grade 7

8313 JOB NOT CERT 09/01/2013 Licensure Completion Deadline
[REDACTED] KRISTEN E SELLERS
388510 Visual Art Grade 8

2009-2010 Status: ACCREDITED-CITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2012 Licensure Completion Deadline
[REDACTED] DAVID L DAVENPORT
378720 Arkansas History 7-8

2008-2009 Status: ACCREDITED
Review Date: Comments:

8313 JOB NOT CERT 09/01/2011 Licensure Completion Deadline
[REDACTED]
6020 Middle/Jr. High Guidance Counselor

ANNUAL ACCREDITATION STATUS REPORT (2010-2011)

Run Date: 05/05/2011

Page #: 7

Lea: 23-05-027

School: MAYFLOWER MIDDLE SCHOOL

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	87
	6	86
	7	82
	8	89
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 23-05-027: 344

FTE Totals-

Counselor	0.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	7241

7004 2890 0004 4227 6128

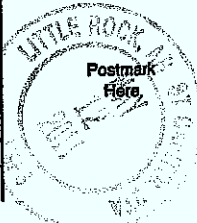
U.S. Postal Service™

CERTIFIED MAIL™ RECEIPT

(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com**OFFICIAL USE**

Postage	\$ 1.48
Certified Fee	2.85
Return Receipt Fee (Endorsement Required)	2.30
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$ 6.63



Sent To
 Street, Apt. No.,
 or PO Box No.
 City, State, ZIP+4

PS Form 3800, Ju

John Gray, Superintendent
 Mayflower School District
 #15 Old Sandy Rd.
 Mayflower, AR 72106

SENDER: COMPLETE THIS SECTION

- Complete Items 1, 2, and 3. Also complete Item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

John Gray, Superintendent
 Mayflower School District
 #15 Old Sandy Rd.
 Mayflower, AR 72106

2. Article Number
 (Transfer from service)

7004 2890 0004 4227 6128

PS Form 3811, February 2004

Domestic Return Receipt

COMPLETE THIS SECTION ON DELIVERY

A. Signature

x *Mandy Long* ☐ Agent ☒ Addressee

B. Received by (Printed Name)

Mandy Long

C. Date of Delivery

05/13/11

D. Is delivery address different from item 1? ☐ Yes
 If YES, enter delivery address below: ☒ No

3. Service Type

☒ Certified Mail ☐ Express Mail
☐ Registered ☐ Return Receipt for Merchandise
☐ Insured Mail ☐ C.O.D.

4. Restricted Delivery? (Extra Fee)

☐ Yes

102595-02-M-1540

**MAYFLOWER PUBLIC SCHOOLS
#15 OLD SANDY ROAD
MAYFLOWER, ARKANSAS 72106
501-470-0506**

COF
RECEIVED
JUN 1 - 2011

**STANDARDS
ASSURANCE**

DATE: MAY 27, 2011
TO: STATE BOARD OF EDUCATION
OFFICE OF THE COMMISSIONER
FOUR STATE CAPITAL MALL ROOM 304-A
FROM: JOHN GRAY, SUPERINTENDENT
SUBJECT: APPEAL OF ACCREDITATION STATUS

RECEIVED
COMMISSIONER'S OFFICE

MAY 31 2011

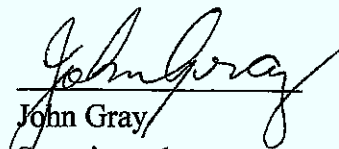
DEPARTMENT OF EDUCATION

We are sending this letter to request that the Probationary Status assigned to the Mayflower Middle School be amended. We were placed on probation due to lack of a current ALP and certification for David Davenport in the area of Social Studies. It was our belief that a letter dated May 14, 2010 from Beverly Williams, Assistant Commissioner, H.R./Licensure would be sufficient until his Licensure Completion deadline date of 09/02/12.

We have been recently notified that this waiver should have been renewed annually despite the fact that it did not have a cancellation date on it. However, David Davenport has completed the requirements necessary to complete his ALP. He finished his Arkansas History course with National Park Community College this semester. All of the necessary paperwork needed to add Social Studies to his teaching license is being sent to the Department of Education. We are waiting on an official transcript from the Community College.

Thank you for considering this appeal. It appears that in an effort to have the correct paperwork, and believing we did, the Mayflower Middle School finds itself in this position. The School personnel did make the effort to obtain the correct paperwork and at the last minute found it to be inadequate. The teacher has fulfilled his certification requirements in Social Studies and this will be available shortly.

Sincerely,


John Gray
Superintendent

ARKANSAS DEPARTMENT OF EDUCATION

Social Studies, grades 7-12

Additional Licensure Plan

(area 167)

Name: DAVID DAVENPORT S.S.#: [REDACTED]

Mailing Address: 940 Turner Trail

City, State, Zip: Conway, AR 72034

Home phone: [REDACTED] Work Phone: (501) 470-2111

Email address: dcdavenport@mayflower.schols.info
County: FAULKNER School District: Mayflower

School districts seeking to employ teachers to teach out of field (not in the field in which the teacher is currently licensed) will use the Additional Licensure Plan (ALP) to meet that need. School districts may use the ALP process to address unusual emergency situations when licensed teachers are asked to teach in areas/levels for which they are not licensed. School districts may not exceed the three-year limit without possible penalty.

Eligibility Guidelines. Teachers must meet the following conditions:

- possess an initial or standard teaching license,
- seek to add this area of licensure or endorsement, and
- be assigned to teach in this area rather than the one for which they are currently licensed.

The additional area of licensure will be added to the credential when all licensure requirements are successfully completed and application is submitted. If "testing out", the test score(s) and Arkansas History transcript must be attached.

Teachers assigned to teach Social Studies 7-12 who are not currently licensed in a core content 7-12 grade level area must complete a performance-based program of study, as defined by an Arkansas university, and pass the required assessment for the new licensure area. The application, when submitted, must bear the signature of the university's Licensure Officer verifying completion of their program. The passing Praxis score report and official transcript must be attached.

Required assessments:

Praxis II: Social Studies: Content Knowledge, test #0081

Minimum score required: 135

Praxis II: Social Studies: Analytical Essays, test #0082

Minimum score required: 140

NOTE: Test at a Glance (TAAG) study guide booklets are available on line from www.ets.org/praxis. Any teacher wishing to take any Praxis assessment is strongly encouraged to obtain these study materials.

REQUIRED: A three semester hour college course in Arkansas History.

March 25, 2010

The following background is strongly recommended before attempting the Praxis testing:

Recommended Content Background:

- ✓ United States History,
- ✓ World History,
- ✓ Government, Civics, and Political Science,
- ✓ Economics,
- ✓ Behavioral Science
- ✓ Arkansas History (must have a 3 credit hour college-level course).

Recommended Experience Background:

- ✓ Study of contemporary and historical issues, with demonstration of the ability to provide full, insightful analysis, with logical, well-supported explanations and conclusions.
- ✓ Development of the understanding of interdisciplinary relationships,
- ✓ Study and practice of synthesis and integration of information within analytical essay settings, and
- ✓ Development of the ability to make comparisons and contrasts, and
- ✓ Development of the ability to argue one side of an issue.

Employing School District Guidelines:

- The employing school district will document the need to assign a teacher out of field because an appropriately credentialed teacher is not available.
- The employing school district superintendent shall submit a waiver request and completed ALP form to the ADE Office of Professional Licensure *within 30 days of the out-of-field teaching assignment*, thus documenting the above statement.
- The employing school district understands that a teacher working under this ALP shall make adequate yearly progress (as specified in the Rules Governing the Addition of Areas of Licensure or Endorsement) each year that the teacher is employed in the out-of- area assignment.
- The employing school district understands that the teacher will have no more than three calendar years from the first date he/she was employed in the out-of-area assignment by any district to meet full licensure requirements for the additional licensure or endorsement being sought. A waiver request must be submitted each year the teacher is employed out of area.

School District Assurances:

I certify that the above statements are true and correct to the best of my knowledge.

Superintendent: _____

Date: 5-13-10

Teacher ALP Guidelines:

Teachers shall make adequate yearly progress (as specified in the Rules Governing the Addition of Areas of Licensure or Endorsement) each year that the teacher is employed in the out-of area assignment. The teacher will have no more than three calendar years from the first date he/she was employed in the out-of-area assignment by any district to meet full licensure requirements for the additional license or endorsement being sought.

Applicant's signature: _____

Date: 5-13-10

S.S.#: _____

RETURN COMPLETED FORM TO:

Arkansas Department of Education
Office of Professional Licensure
Four State Capitol Mall, Room 106 B
Little Rock, AR 72201-1071

Phone: 501.682.4342
Fax: 501.682.4898
www.arkansased.org

March 25, 2010

Arkansas Professional Licensure System

Professional Licensure Limited View Screen

Prefix:

First Name: DAVID

Middle Name:

Last Name: DAVENPORT

Maiden Name:

R & R status:

PL Status: Approved

Issue Date: 05/19/2011

License Effective Date: 01/01/2008

Class Code: 07

Class Description: Five Year

License Expiration
Date: 12/31/2012

NCBC Status: Approved

NCBC Action Date:

Date ASP Cleared: 07/12/2010

Date FBI Cleared: 06/12/2007

Central Registry
Cleared:Six Month Effective Date:
LEA:Six Month Expiration Date:
District:Administrator License Information

Appl Type	Status:	Appl Date	Appl Status	Issue Date:	Class Code	Description	Effective Date	Expiration Date
-----------	---------	-----------	-------------	-------------	------------	-------------	----------------	-----------------

AREAS:

Supervisor	Appl Type	Date	Code	Type	Description	GL	GH	Date	Status
	New application	09/17/2007	236	Certification Area	PE/Wellness/LEI	07	12	09/18/2007	Approved
	New application	09/17/2007	293	Certification Area	Coaching	07	12	09/18/2007	Approved
	Adding certifi	05/19/2011	417	Certification Area	Driver Edu Endo	07	12	05/19/2011	Approved

LICENSURE FEE INFORMATION:

Application Type Code	Application Date	Fee Paid	Fee Paid Date
-----------------------	------------------	----------	---------------

[Applicant Search](#)
[Main Menu](#)
[Log Out](#)
[Classified Search](#)



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

May 14, 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

Vicki Saviers
Little Rock

The Mayflower Public School District has been granted a waiver pending approval by the Arkansas State Board of Education, as requested in your letter dated May 12, 2010, to assign the following licensed teacher(s) to teach out of their licensure area or grade level for more than thirty (30) consecutive days: David Davenport and G. M.

This waiver is being granted based on the **Permanent Rules Governing the Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class For More Than Thirty (30) Consecutive Days and For Granting Waivers.**

The Mayflower Public School District shall also meet the requirements of **Section 24.01 of the Rules Governing Accreditation of Arkansas Public Schools and School Districts** for this waiver to be valid.

Any school district that obtains a waiver shall send written notice of the assignment of a non-licensed teacher to the parent or guardian of each student in that classroom no later than thirty (30) school days after the date of the assignment.


Beverly Williams, Assistant Commissioner, H.R. / Licensure


Darrick Williams, Professional Licensure

Cc: Standards Assurance

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

Arkansas Department of Education
Individual Teacher Plan to become Highly Qualified and
Licensed while employed under an Additional Licensure Plan
 (One subject per form)

Teacher Name David Dawanport Date 5-12-2010
 School Mayflower Middle School District Mayflower

I, David Dawanport (Teacher's Name) intend to establish Highly Qualified Teacher status in the following area.

Choose level of HQT status sought.

- ☐ Early Childhood/Elementary-K-6
☐ Middle Childhood/Grades 4-8
☒ Secondary/Grades 7-12

If applicable choose the subject area.

- ☐ English
☐ Reading or Language Arts
☐ Mathematics
☐ Science
☐ Art
☒ Social Studies
☐ Music
☐ Foreign Lang. (Specify: _____)

The following program of study and/or testing has been identified as meeting the requirements for licensing and/or becoming highly qualified for the additional licensure plan employed under. Adequate yearly progress is required to remain employed under an additional licensure plan.

Program of Study

Coursework	Date or Semester

Testing

Praxis II Content Knowledge Exam	Date to be taken
	<u>7-24-2010</u>

Other _____

Teacher's signature

John Pickins

Date

5-12-2010

School or District Administrator's name

School or District Administrator's signature

Date

5-12-2010

Rev. 8/27/07

WAIVER REQUEST(S) FORM (ACT 1623 OF 2001)
 Effective July 1, 2006, and pursuant to Federal regulations of NCLB regarding Highly Qualified Teachers (HQT),
 Schools/Districts may only hire teachers in core academic areas who have HQT status.

MAYFLOWER 2305 (027) 05-12-10
 School District LEA Number Date

A waiver request to assign a teacher outside of his/her licensure/subject area or grade level, for more than thirty (30) consecutive days during a school year, is being submitted for the following teacher(s).

Name	SS#	Current Licensure Area (s)	*Out-of-Area Assignment	Does this assignment require HQT (yes/no)	Is this teacher HQ for this subject area? (yes/no)	ALP "on File"/or "Enclosed"	All school years employed under an ALP in this area
David Dampit	[REDACTED]	Health/P.E. 7-12	Special Student 7-12 (027)	Yes	Yes	Yes	2009-10
OK [REDACTED]	[REDACTED]	ENG LANG ARTS 7-12 ORAL COMM 7-12	5-8 Counselor (299)	Yes	Yes	Yes	2 08-09; 09-10

John Gray
 Superintendent's Signature
#18 Eagle Circle
 School Address

Mayflower AR 72106
 City State Zip Code

* Please list specific subject and grade level.
 If this is a Special Education assignment, indicate if the assignment is in a core academic area for credit and list the area.
 Example: Special Education (Math) or Special Education (General).

Completion of items 1-3 is required prior to receiving consideration for a waiver for each teacher.

(1) Justification for waiver request via documentation of efforts to find a Highly Qualified licensed teacher for the subject/grade levels listed when required: Several applicants were reviewed. MR. DAVENPORT was

the best fit for our job. He has successfully completed his 60 hours of staff development and has observed other classroom teachers. His current license is Health + Wellness grades 7-12. He is currently teaching PE + AR HISTORY.

(2) Provide a copy of the written plan(s) with timelines for completion, that are on file with the District/School for becoming a licensed and Highly Qualified Teacher where required:

Took exam in July, 2009 missed cutoff by 2 points. Has signed up to take the exam again in July 2010. OK 09-10

(Davenport) QW

(3) For those teachers who taught on a waiver in this subject area last year or in previous years, please provide evidence of progress by this teacher to become licensed and to obtain HQ status in this subject area:

7 MR. M [REDACTED] has completed his course of study. He graduated on May 7, 2010 from the University of Central Arkansas with a Master's Degree in School Counseling.

Please mail to:

Ron Tolson, Coordinator
Professional Licensure
4 State Capital Mall, Room 107 B
Little Rock, AR 72201

Revised 7/24/2006

RECEIVED
OCT 18 2010

District LEA # 23-05-000

STATEMENT OF ASSURANCE

STANDARDS
ASSURANCE

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

I hereby certify by my signature that I have thoroughly reviewed the following information required for the statewide information Cycle 2 report and that the data contained in the attached report is true, accurate, and timely, for the 2010-2011 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the

Mauiflower School District in Faulkner County as of October 1, 2010, and is submitted in compliance with Ark. Code Ann. §§ 6-15-202 and 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. §§ 6-15-202, 6-15-207 and 6-17-410.

Furthermore, I hereby certify by my signature below on this form that Mauiflower School District is in compliance for the 2010-2011 school year (July 1, 2010 – June 30, 2011) with each of the following statutory provisions and/or requirements for school districts identified as relevant to the Standards for Accreditation of Arkansas Public Schools and School Districts:

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

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

Contracts or letters of agreement, which shall include:

- A. Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Arkansas Teacher's License Number(s);
 - B. Statement that transportation will be provided to off-campus sites; and
 - C. Signatures of both superintendents/directors.
2. Each school, grades 9-12, teaches at least one unit of Computer Applications with emphasis on current applications.
 3. The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).
 4. The school district is in compliance with Ark. Code Ann. § 6-10-111 (d) through (f) concerning the Equity Assistance Center.

STATEMENT OF ASSURANCE**PLEASE ATTACH ALL PERTINENT DOCUMENTATION TO THIS STATEMENT OF ASSURANCE**

President of Board's Signature: Jennifer Barnhill Date: 10-12-10
Superintendent's Signature: John Gray Date: 10-12-10
Superintendent's Name (printed): John Gray
District Contact Person (Name/title): Donna McGhee, District Treasurer
Phone # 501-470-0506 E-mail Address: dmcghee@mayflowerschools.info

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

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

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

- (1) Conduct a random on-site visit;
- (2) Request additional information from the school district;
- (3) Take licensure action on the license of the superintendent under the procedure of § 6-17-410; or
- (4) Recommend to the State Board of Education that an accredited-cited status or an accredited-probationary status be assigned the school or school district as described in the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.

Statement of Assurance must be postmarked on or before October 15, 2010.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR
STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE
December 13, 2010

1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning concurrent college and high school credit for students who have completed the eighth grade.

2.0 REGULATORY AUTHORITY

- 2.01 These rules shall be known as the Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.
- 2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105 and Ark. Code Ann. § 6-18-223.

3.0 DEFINITIONS

- 3.01 A student who “has successfully completed the eighth grade” is a student who has been promoted to the ninth grade.
- 3.02 A student in grades 9-12 is considered "enrolled" in a public secondary school so long as he/she is counted for average daily membership of the school pursuant to Ark. Code Ann. § 6-20-2303(3)(C).
- 3.03 “Private institution” is defined as an institution of higher education accredited by the Western Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, Northwest Association of Schools and Colleges, or North Central Association of Colleges and Schools.

4.0 ENROLLMENT GUIDELINES FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE

- 4.01 Any student who is enrolled in grades 9-12 in an Arkansas public school shall be eligible to enroll in a publicly supported community college, technical college, four-year college or university, or private institution in accordance with the rules and regulations adopted by the college or university.
- 4.02 Any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college, technical college, four-year college or university, or private institution shall be

entitled to receive both high school and college grades and credit (credit earned by CLEP examination may not be counted as high school credit) toward graduation, as outlined in these regulations.

- 4.03 Students must comply with applicable enrollment or graduation requirements of the public high school.
- 4.04 Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one-half unit of high school credit.
- 4.05 College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.
- 4.06 The student shall be responsible for all costs of higher education courses taken for concurrent college credit.

5.0 2010-2011 PILOT PROJECT

- 5.01 For the 2010-2011 school year only, three semester hours of college credit taken by a public school student in grade 12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area which shall count toward high school graduation.
- 5.02 For the 2010-2011 school year, a student in grade 12 who possesses an ACT score of 17 or 18 may enroll in developmental education courses in English, reading or mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.
 - 5.02.1 A three-semester hour developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective.
 - 5.02.2 Public school students in grade 12 who successfully complete developmental education courses in English, reading and/or mathematics and who have an exit exam score of **19 or higher** on the ACT or an equivalent measure in that subject area will meet minimum state requirements for placement in college-level courses upon admission to a publicly supported community college, technical college, four-year college or university, or private institution.

- 5.02.3 If an Arkansas public college or university or private institution requires a course placement score greater than a score of 19 on the ACT or an equivalent measure, the public school student in grade 12 must meet that institution's admissions/placement requirements.
- 5.02.4 Public school students in grade 12 who are enrolled in developmental education courses will not be counted for higher education funding purposes.
- 5.03 Participation in this pilot program is voluntary. Nothing in this subsection shall be construed to require Arkansas public schools, publicly supported community colleges, technical colleges, four-year colleges or universities, or private institutions to participate in this pilot program.
- 5.04 This pilot program will be reviewed by the Arkansas Department of Education and the Arkansas Department of Higher Education. In July 2011, the Arkansas Department of Education and the Arkansas Department of Higher Education shall present its findings to the Arkansas State Board of Education.

**Arkansas Department of Education
Rules and Regulations
Governing Mobile Phone Usage by School Bus Drivers
August 13, 2001**

1.00 Regulatory Authority

1.01 These Rules and Regulations shall be known as the Arkansas Department of Education Rules and Regulations Governing Mobile Phone Usage by School Bus Drivers.

1.02 These regulations are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §6-19-101.

2.00 Purpose of Regulations

— The purpose of these regulations is to prohibit the use of a mobile phone
— while operating a school bus.

3.00 Definitions

3.01 "School Bus". For purposes of this regulation, a school bus means every motor vehicle owned by a public or government agency and operated for the transportation of children to or from school or privately owned and operated for compensation for the transportation of children to or from school or school sponsored activity.

3.02 "School Bus Driver". Anyone operating a vehicle that meets the definition of a school bus.

3.03 "Mobile phone". Any wireless communication device used to make or receive telephone calls, including hands free headphones.

4.00 Requirements

4.01 Mobile phones shall not be used by the bus driver while the vehicle is in motion or stopped for a traffic signaling device.

4.02 Usage shall only be when the school bus is safely off the roadway with the parking brake engaged.

4.03 Only district authorized mobile phones shall be operated on an Arkansas school bus.

4.04 The Arkansas Association of Pupil Transportation shall emphasize this prohibition in its annual school bus driver training.

5.00 Penalty

~~— In compliance with the procedures established in Ark. Code Ann. §6-17~~
~~— Subchapter 17 (Repl. 1999), if a school bus driver violates this regulation,~~
~~— the school superintendent shall impose the appropriate discipline or~~
~~— penalty, as approved by the local board.~~

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS COLLEGE AND CAREER
READINESS PLANNING PROGRAMS**

~~November 2010~~

1.00 REGULATORY AUTHORITY

- 1.01 These regulations are enacted pursuant to the authority contained in Ark. Code Ann. §§ 6-11-105, ~~and 6-15-441, 6-16-601 et seq, 25-15-201 et seq.,~~ and Act 879 of 2011.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish guidelines for the implementation of:

2.01.1 the Arkansas College and Career Readiness Planning Program; and

2.01.2 Postsecondary preparatory programs in Arkansas.

3.00 DEFINITIONS

For purposes of these rules, each term below shall be defined as follows:

- 3.01 “ACT” means the American College Test.

- 3.02 “College readiness assessment” means a test of student educational development that measures student readiness for ~~future~~ postsecondary learning that and is administered pursuant to these Rules or is used by institutions of higher education as part of their admissions, placement, and scholarship processes and/or high schools to improve college and workforce readiness.

3.02.1 “College readiness assessment” includes without limitation the EXPLORE, PLAN, and PSAT assessments.

~~“College and career readiness” means that a student is academically ready to succeed in college level courses or in the workforce without the need to enroll in remedial courses during the student’s first year.~~

- 3.03 “College readiness benchmark” means the minimum score on a college readiness assessment in mathematics, English, or reading indicating that a student has a high probability of success in entry level postsecondary education.

3.03.1 College readiness benchmarks shall be determined jointly by the Arkansas Higher Education Coordinating Board and the State Board of Education.

3.04 “Department” means the Arkansas Department of Education.

3.05 “Designated College Readiness Course” means a regular instructional course taken during a student’s senior year of high school that is designated by:

3.05.1 Local school officials to assist in the improvement of a student’s placement test scores for mathematics, English language arts, or reading; or

3.05.2 The Department of Education and the Department of Higher Education as an appropriate course for college readiness.

3.06 “Eligible student” means a public school student in Arkansas who:

3.06.1 Is enrolled in or has completed any of grades eight through eleven (8-11) and has not yet begun grade twelve (12);

3.06.2 Is identified through a college readiness assessment as scoring below a college readiness benchmark in mathematics, English, or reading;

3.06.3 Receives the counseling required under Section 4.05 of these Rules; and

3.06.4 Desires to enroll in postsecondary education.

~~3.03-3.07~~ “EXPLORE” means the pre-ACT assessment designed to help students in grade eight (8) explore a broad range of options for their future and focus not only on high school coursework but also on post-high school choices as well.

3.08 “Placement test” means a test for entrance to postsecondary education that is either approved by the State Board of Education, or designated by the Department of Higher Education.

3.08.1 For the purpose of these Rules, “Placement test” includes without limitation the ACT.

~~3.04-3.09~~ “PLAN” means the pre-ACT assessment for students in grade ten (10) used to help a student focus attention on improved academic achievement, career preparation, and planning for post-high school years.

3.10 “Postsecondary preparatory program” means an intensive program approved under these Rules that is focused on preparing students for entry-level postsecondary work in the areas of mathematics, English, and reading based on identified needs for college enrollment and placement.

~~3.05-3.11~~ “PSAT” means the Preliminary SAT/National Merit Scholarship Qualifying Test that provides practice for the SAT Reasoning Test and gives students feedback on individual strengths and weaknesses on college readiness skills.

4.00 PROGRAM IMPLEMENTATION COLLEGE AND CAREER READINESS PLANNING PROGRAM – IMPLEMENTATION

~~4.01 Beginning with the 2010-2011 school year, e~~ Each public school that serves students in grade eight (8) shall administer EXPLORE to each student enrolled in grade eight (8) at the public school.

~~4.02 Beginning with the 2010-2011 school year, e~~ Each public school that serves students in grade ten (10) shall administer PLAN or the PSAT to each student enrolled in grade ten (10) at the public school.

~~4.03 Funding for the college readiness assessments listed in Sections 4.01 and 4.02 of these Rules may be provided by the Arkansas Department of Education (ADE) using at-risk funding or other funds appropriated and authorized for this purpose.~~

~~4.04 Each public school district administering the college readiness assessments under this section shall use the college readiness assessments;~~

~~4.04.1 ¶To assist students with college and workforce readiness skills, course selection in high school, and improved academic achievement;~~

~~4.04.2 To identify students who do not meet the college readiness benchmarks in mathematics, English, or reading; and~~

~~4.04.3 To provide the basis for the counseling concerning postsecondary preparatory programs as required by Section 4.05 of these Rules and Ark. Code Ann. § 6-16-603.~~

4.05 Each public school district shall ensure that every student identified under Section 4.04.2 is counseled by a public school counselor and strongly encouraged to enroll in a postsecondary preparatory program approved under these Rules.

- 4.06 The public school district shall make every reasonable effort to involve parents or guardians in student counseling and placement of students.
- 4.07 ~~By the 2011-2012 school year, e~~ Each public school shall fully incorporate the results from the college readiness assessments into the college and career planning process for each student. The ADE shall monitor the utilization of these assessments through the Student Services Annual Reports and the Public School Student Services Plan to ensure public school compliance.

5.0 PROGRAM EVALUATION POSTSECONDARY PREPARATORY PROGRAMS – APPROVAL

- 5.01 No later than September 1, 2011, and no later than May 1 of each year thereafter, any of the listed entities may submit to the Department an application for authorization to operate a postsecondary preparatory program in Arkansas:
- 5.01.1 One or more school districts;
- 5.01.2 One or more institutions of higher education; or
- 5.01.3 A partnership of one or more school districts and one or more institutions of higher education.
- 5.02 An application for authorization shall include:
- 5.02.1 A list of the participating school district[s] or institution[s] of higher education;
- 5.02.2 The number and location of sites at which postsecondary preparatory programs will be offered;
- 5.02.3 A program description, including identification of the curriculum, content guides, and instructional materials to be utilized;
- 5.02.4 Staffing and instructor qualifications;
- 5.02.5 Program schedules;
- 5.02.6 Guidelines for admission to the postsecondary program, including program eligibility requirements and selection criteria;
- 5.02.6.1 Admission guidelines should address whether and how the program will admit 12th grade students under Section 6.03 of these Rules;

5.02.7 Disciplinary policies which will govern participants; and

5.02.8 Attendance requirements for participants.

5.03 The Department may approve an application for authorization after:

5.03.1 Determining that the application meets the criteria established by these Rules and Ark. Code Ann. § 6-16-601 *et seq.*

5.03.2 Reviewing evidence of the postsecondary preparatory program's past performance and success, as reported under Section 9.0;

5.03.3 Reviewing the postsecondary preparatory program's past compliance with these Rules with Ark. Code Ann. § 6-16-601 *et seq.*, and with other relevant state or federal law; and

5.03.4 Giving priority for approval to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.

5.04 Authorization of an approved postsecondary preparatory program may be for a term defined by the Department of no more than one (1) year.

5.05 A postsecondary preparatory program shall not receive authorization under these Rules unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

5.06 Content guides utilized by a postsecondary preparatory program must be approved by the Department and must:

5.06.1 Include the curricular goals in each content area; and

5.06.2 State clearly how the program goals will be met.

5.06.3 Postsecondary preparatory programs may utilize content guides developed by outside parties with the Department's approval.

6.0 POSTSECONDARY PREPARATORY PROGRAMS – ENROLLMENT

6.01 An eligible student may enroll in and attend a postsecondary preparatory program at any time between:

6.01.1 The first day of school after July 1 of the year in which the student first enters grade eight (8); and

6.01.2 The first day of school after July 1 of the year in which the student first enters grade twelve (12).

6.02 An eligible student shall receive priority for enrollment in a postsecondary preparatory program if the eligible student qualifies for free and reduced price meals under the National School Lunch Act, 42 U.S.C. § 1751 *et seq.*, as verified by a signed Free and Reduced Price School Meals Family Application on file with the entity administering the postsecondary preparatory program.

6.02.1 If the postsecondary preparatory program is administered by an entity other than the student's home district, the program shall furnish a Free and Reduced Price School Meals Family Application to the student solely for the purpose of determining eligibility under this section.

6.02.2 No public school district, public school, or charter school may disclose any student's eligibility for free and reduced price meals to any other entity, including a public school district or institution of higher education administering a postsecondary preparatory program.

6.02.3 A postsecondary preparatory program may disclose a student's eligibility for free and reduced price meals to the Department.

6.03 Notwithstanding the requirements of Section 6.01, if space and funding are available after all eligible students who applied to attend a postsecondary preparatory program are enrolled, the Department may permit a postsecondary preparatory program to enroll a student in grade twelve (12) or a high school graduate if the student or graduate:

6.03.1 Scores below college readiness benchmarks on a college readiness assessment or placement test; and

6.03.2 Will enroll in the postsecondary preparatory program no later than three (3) months after graduating from an Arkansas high school.

6.04 An eligible student, or a student enrolled under Section 6.03, may enroll in one (1) or more of the curriculum areas in which the student has scored below the college readiness benchmark as identified by college readiness assessments.

7.0 POSTSECONDARY PREPARATORY PROGRAMS – OPERATION

7.01 A postsecondary preparatory program approved under these Rules shall:

7.01.1 Provide advice that will better prepare eligible students for entry-level postsecondary work in the areas of mathematics, English, and reading;

- 7.01.2 Improve diagnostic efforts, counseling, placement, and instruction for eligible students;
- 7.01.3 Provide intensive remedial instruction to eligible students enrolled in the postsecondary preparatory program in one (1) or more of the following curriculum areas:
 - 7.01.3.1 Mathematics;
 - 7.01.3.2 English; and
 - 7.01.3.3 Reading;
- 7.01.4 Effectively use college readiness assessments to monitor the progress of participants in the postsecondary preparatory program; and
- 7.01.5 Use innovative teaching and learning strategies that are designed to be effective with participants in the postsecondary preparatory program.
- 7.02 Remedial instruction provided by an approved postsecondary preparatory program shall:
 - 7.02.1 Consist of a minimum of twenty-five (25) hours or more of instruction for each curriculum area offered;
 - 7.02.2 Conform to content guides as approved by the Department, in consultation with the Department of Higher Education;
 - 7.02.3 Conform to individualized plans developed for each student;
 - 7.02.4 Be offered in classes containing no less than ten (10) students and no more than fifteen (15) students; and
 - 7.02.5 Be offered on one or more days from Monday through Saturday, during any hours that participants are not required to attend public school.
- 7.03 A postsecondary preparatory program approved under these Rules shall use instructors with appropriate content knowledge and specialized training developed by the Department of Education for instructors of developmental education.
 - 7.03.1 A postsecondary preparatory program may use an instructor who does not hold an Arkansas teaching license only if the non-licensed instructor works together with an instructor who holds a current Arkansas teaching license.

7.03.2 Instructors must hold one (1) of the following:

7.03.2.1 A current Arkansas secondary teaching license in the field to be taught;

7.03.2.2 A bachelor's degree with an undergraduate major in the field to be taught; or

7.03.2.3 A graduate degree in the field to be taught.

7.03.3 Instructors who will assist students with diagnosed reading problems must hold or be eligible to hold a current Arkansas teaching license with the Reading Specialist or Reading endorsement.

7.03.4 Instructors shall attend scheduled in-service training administered by the Department.

7.04 An Arkansas public high school shall award one (1) unit of credit as an elective for successfully completing a postsecondary preparatory program under these Rules.

7.04.1 The unit of credit awarded under this section shall not count toward the minimum number of credits required by law for high school graduation.

8.0 POSTSECONDARY PREPARATORY PROGRAMS – FUNDING

8.01 The Department may provide funding for approved postsecondary preparatory programs from monies appropriated and authorized in the Public School Fund for this purpose.

8.01.1 The Department shall give priority for funding to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.

8.01.2 Funding provided by the Department may be used by a postsecondary preparatory program only for those costs directly related to the proper administration of the program, including without limitation administrative costs, stipends, instructional materials, and site operational costs.

8.01.2.1 Funding provided by the Department may not be used to pay or purchase incentives for students.

8.01.3 Funding provided by the Department may not be used to purchase tangible personal property if the property has:

8.01.3.1 A useful life of more than one (1) year; and

8.10.3.2 An acquisition cost of \$300 or more per unit.

8.01.4 Any balance of funds provided by the Department and remaining at the conclusion of the program term shall be returned to the Department.

8.02 The opportunity to participate in a postsecondary preparatory program under these Rules shall not be interpreted as mandating the Department to fund postsecondary preparatory programs at a cost in excess of the funds appropriated and authorized in the Public School Fund for this purpose.

8.03 An Arkansas public school district may use National School Lunch student categorical funding received under Ark. Code Ann. § 6-20-2305 to operate or support an approved postsecondary preparatory program.

8.04 A postsecondary preparatory program shall not receive funding from the Department or from an Arkansas public school district unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

9.0 POSTSECONDARY PREPARATORY PROGRAMS – EVALUATION

9.01 A postsecondary preparatory program approved under these Rules shall document evidence of its performance and the success of its participants.

9.02 Within ninety (90) days of the end of the approval term specified under Section 5.04 of these Rules, each approved postsecondary preparatory program shall submit the following data in a form and manner approved by the Department:

9.02.1 The total number of participants and the number of participants in each grade level;

9.02.2 The number of participants who were eligible for free and reduced-price meals under the National School Lunch Act;

9.02.3 The total number of participants in each curriculum area identified in Section 7.01.3;

9.02.4 The progress of participants monitored in the postsecondary preparatory program through the use of college readiness assessments;

9.02.5 The number of participants who enrolled in the postsecondary preparatory programs and:

9.02.5.1 Scored lower than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement; or

9.02.5.2 Scored at or higher than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement;

9.02.6 Student-specific data for each individual participant, including:

9.02.6.1 Name, gender, grade level, identification number, and other identification data specified by the Department;

9.02.6.2 Free and reduced lunch status;

9.02.6.3 Curriculum area(s) in which the student enrolled; and

9.02.6.4 Placement test scores;

9.02.7 Daily attendance;

9.02.8 The final percentage of participants meeting the attendance requirements contained in the program's application;

9.02.9 An itemization of the source and amount of all funds expended to support the approved postsecondary preparatory program; and

9.02.10An itemization of the source, payee, amount, and purpose of all expenditures made from funds provided by the Department or by any Arkansas public school district.

9.03 The Department, in collaboration with the Department of Higher Education, shall collect and analyze the data reported by approved postsecondary preparatory programs under Section 9.02.

9.03.1 The Department shall store all student data in the Arkansas Public School Computer Network.

9.03.2 The Department shall present its data analysis in the annual school performance reports required by Ark. Code Ann. § 6-15-1402.

9.04 The Department shall annually release to the General Assembly the following data:

9.04.1 The number and type of postsecondary preparatory programs approved;

9.04.2 For each approved postsecondary preparatory program, the public school district[s] and/or institution[s] of higher education operating the postsecondary preparatory programs approved;

9.04.3 The amount of funding the Department distributed to each postsecondary preparatory program; and

9.04.4 The data collected from each approved postsecondary preparatory programs under Section 9.02, after removing any personally identifiable student information as required by the Family Educational Rights and Privacy Act of 1974.

~~5.01~~9.05 Data collection shall be maintained by the ~~ADE~~ Department for the purpose of:

~~5.01.1~~ 9.05.1 Increasing college and career readiness skills;

~~5.01.2~~ 9.05.2 Improving instruction;

~~5.01.3~~ 9.05.3 Enhancing school improvement plans; ~~and~~

~~5.01.4~~ 9.05.4 Reducing the college remediation rates of students; and

9.05.5 Developing and implementing postsecondary preparatory programs under these Rules.

~~5.02~~ 9.06 The ~~ADE~~ Department shall report to the House Committee on Education and the Senate Committee on Education no later than ~~September 30~~ December 31 of each year on the:

9.06.1 Implementation and effectiveness of the Arkansas College and Career Readiness Planning Program; and

9.06.2 Statistical analysis of postsecondary preparatory programs under these Rules.

9.06.3 The report may be posted on the Department of Education's website with a notification to the Committees.

- ~~5.02 School guidance counselors serving students in Grades 8–12 shall provide career guidance utilizing the results of college readiness assessments in the college and career planning process. The ADE shall monitor the utilization of these assessments through the Student Services Annual Reports and the Public School Student Services Plan to ensure public school compliance.~~

10.0 PLACEMENT TESTS

- 10.01 An Arkansas public school student enrolled in grade eight (8) or grade ten (10) may take a placement test at no cost to the student at the date, time, and location set by the State Board of Education.
- 10.02.1 Each public school district shall use the placement test scores to identify every student who scores below the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for mathematics, English, or reading.
- 10.02.2 Each public school district shall ensure that every student identified pursuant to Section 10.02.1 is counseled by a public school counselor and strongly encouraged to enroll in a Designated College Readiness Course.
- 10.03 Each public school district shall ensure that every Arkansas public school student enrolled in grade eleven (11) is advised by a public school counselor of the opportunity under Section 10.04 to take a placement test during grade twelve (12) at no cost to the student.
- 10.04 An Arkansas public school student enrolled in grade twelve (12) may take a placement test at no cost to the student at the date, time, and location set by the State Board of Education if:
- 10.04.1 The student successfully completes a postsecondary preparatory program; and
- 10.04.2 The student is enrolled in a Designated College Readiness Course.
- 10.05 At the request of a student, the student's placement test score will be made available to and will be accepted by and recognized toward meeting enrollment requirements of state-supported colleges, universities, and postsecondary vocational schools in Arkansas.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE
COLLEGE PREPARATORY ENRICHMENT PROGRAM**

January 2010

1.00 College Preparatory Enrichment Program

- 1.01 — These regulations shall be known as the Arkansas Department of Education Regulations Governing the College Preparatory Enrichment Program.
- 1.02 — The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated § 6-16-604, as amended by Act 1469 of 2009.

2.00 Purpose of Regulations

- 2.01 — The purpose of these regulations is to establish guidelines for the appropriate administration of a summer remedial program designed for twelfth-grade students and high school graduates who will enter their freshman year of college in the fall immediately following the completion of their senior year and who scored less than the minimum score set by the State Board of Higher Education on the American College Test (ACT).
- 2.02 — A further purpose of these regulations is to establish a distribution formula for implementing the College Preparatory Enrichment Program.

3.00 Definitions/Acronyms

- 3.01 — Site Advisory Committee: educators including counselors representing local districts within the service area site who are responsible for the selection of participants.
- 3.02 — State Board of Higher Education cut off scores: scores below 19 on the ACT.
- 3.03 — Service Area Sites: facilities within school districts accredited by the Arkansas Department of Education (ADE), accredited public institutions of higher learning, and Arkansas Educational Service Cooperatives.
- 3.04 — ACT: American College Test
- 3.05 — ADE: Arkansas Department of Education
- 3.06 — CPEP: College Preparatory Enrichment Program
- 3.07 — Capital Outlay: tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more per unit (computers, printers, televisions, VCRs, overhead projectors, other instructional equipment, and furniture).

- 3.08 — ~~Diagnosed Reading Problem: disorder/disability in the area of reading identified through observation and examination with instruments that have been proven reliable and valid.~~
- 3.09 — ~~Project ACT: special administration of the ACT for students completing CPEP.~~
- 3.10 — ~~CPEP Index: the ratio of the number students eligible for free or reduced lunch in the school district from the October 1 Enrollment Report of the current fiscal year over the total enrollment of the school district, expressed as a percentage rounded to the nearest hundredth of a percentage.~~
- 3.11 — ~~Student Eligibility for Program: twelfth grade students and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year, and who scored less than the minimum scores set by the State Board of Higher Education on the American College Test (ACT).~~
- 3.12 — ~~Student Eligibility for Funding: for each school district, the number of students enrolled in grade ten (10), eleven (11), and twelve (12) retrieved from the current fiscal year October 1 Enrollment Report, times the CPEP Index.~~

4.00 Student Eligibility

- 4.01 — ~~Rising twelfth grade students and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year, and who scored less than the minimum scores set by the State Board of Higher Education on the math or English portions of the American College Test (ACT) are eligible for the program.~~
- 4.02 — ~~All students who have taken the ACT and completed their junior year of high school may enroll in the program.~~
- 4.03 — ~~If space is available after the site advisory committee has completed its recruitment efforts, rising eleventh grade students may enroll in the program. Documentation of recruitment efforts for rising twelfth graders and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year shall be maintained at the school site for audit purposes.~~
- 4.04 — ~~The site advisory committee, composed of educators including counselor(s) representing local school districts within the service area, will be responsible for the selection of the participants using the student eligibility guidelines listed in 4.01–4.04.~~

5.00 Site Eligibility

- 5.01 — ~~The following educational organizations may serve as a service area site: school districts accredited by the Arkansas Department of Education (ADE), accredited public institutions of higher learning, and Arkansas Education Service Cooperatives.~~

- ~~5.02 — The service area site shall maintain and keep in a central location for monitoring and auditing purposes a documentation file containing a list of personnel who will be working in the program, disciplinary policies which will govern participants, program descriptions, and student schedules.~~
- ~~5.03 — Each service area site shall have the discretion to determine the number of students to serve based on the amount of allocation received.~~
- ~~5.04 — Every effort shall be made to fill all existing CPEP sites to capacity.~~
- ~~5.05 — Priority for the expansion of existing CPEP sites will be given to those geographical areas where the percentage of students requiring remediation is the highest.~~
- ~~5.06 — Priority for the creation of new CPEP sites will be given to those districts and counties where programs do not exist and where remediation levels are the highest.~~

~~6.00 Staffing~~

- ~~6.01 — Each service area site shall employ a program manager to administer the instructional program.~~
- ~~6.02 — The program manager's duties include counseling students, scheduling, facilitating staff selection, coordinating the preparation of individualized plans for students entering and leaving the program, completing ADE CPEP reports in an accurate and timely manner, and performing other administrative duties to assure the operation at the site. Because of the duties of the program manager, a certified, secondary counselor is preferred. If such a person is unavailable, the program manager must be a certified secondary principal or administrator. (Individuals holding a twelve-month contract may not be paid from CPEP funds for administering a CPEP program.)~~
- ~~6.03 — Teachers must hold secondary certification in the field to be taught and must have demonstrated successful and innovative teaching techniques.~~
- ~~6.04 — Teachers must attend scheduled in-service training administered by the ADE.~~
- ~~6.05 — The maximum class size will be ten (10) with administrative flexibility to make reasonable adjustments and a minimum class size will be five (5).~~
- ~~6.06 — The staff who will assist students with diagnosed reading problems must hold the Reading Specialist or Reading Endorsement. Other applicants eligible to receive either endorsement must meet the requirements established by the State Board of Education.~~

~~7.00 Distribution of CPEP Funds~~

- ~~7.01 — For each school district, a CPEP Index shall be calculated equal to the ratio of the number of students eligible for free or reduced lunch in the school district over the total enrollment of the school district, expressed as a percentage rounded to~~

the nearest hundredth of a percentage. Each of the figures in this ratio shall be from the October 1 Enrollment Report for the current fiscal year.

- 7.02 — For each school district, the number of students eligible for CPEP funds shall be calculated as the product of the total number of students enrolled in grades ten (10), eleven (11), and twelve (12) times the CPEP Index. The enrollment figures shall be from the October 1 Enrollment Report of the current fiscal year.
- 7.03 — The CPEP funding factor shall be equal to the statewide total number of students eligible for CPEP funds divided into the total amount of funds budgeted for CPEP.
- 7.04 — For each school district, the CPEP funds to be distributed to that school district shall be equal to the product of the number of students eligible for CPEP funds times the CPEP funding factor.
- 7.05 — The Department of Education may expend funds to implement assessment programs to assist in educational and guidance instruction.
- 7.06 — Districts are to limit the use of CPEP funding for those costs directly related to the proper administration of the service area site(s) such as, but not limited to, the following: administrative costs, stipends, instructional materials, site operational cost, etc.
- 7.07 — School districts cannot expend CPEP funds to purchase capital outlay items.
- 7.08 — The Department of Education may expend funds from this appropriation to implement assessment programs such as PLAN and EXPLORE to assist in educational and guidance instruction.
- 7.09 — Any balance of CPEP funds on hand in any school district or site at the end of the program shall be returned with End-of Program Reports to the Arkansas Department of Education.

8.00 Instructional Program

- 8.01 — It is the intent of this program to provide instruction in the areas of math and language arts. Each service areas site must provide all students who enroll with individualized plans for the summer enrichment program and their senior year of high school, individualized counseling, and other forms of assistance.
- 8.02 — Each service area site must select instructional materials which provide enrichment as well as reinforcement in basic skills.
- 8.03 — Each service area site shall have the discretion to schedule the instructional day for no less than three hours with appropriate time for independent study. The length of the summer term shall be five (5) weeks, during which time a school shall provide no less than twenty (20) days and no less than seventy-five (75) hours of instruction.

- 8.04—~~Each service area site shall maintain, for auditing and monitoring purposes, the project director and participant records, teacher contract, and all details of the planned instructional program (i.e., master schedules, materials, curriculum, methodologies, etc.)~~

9.00 Administration

- 9.01—~~A local district, college or university, or regional service cooperative may be eligible to operate a service area site. Each service area site must identify the individual who will serve as project director. The ADE anticipates that the project director will be a local superintendent, college administrator, developmental program director or cooperative director. The project director should be a bonded official of the host agency. The ADE expects that the project director will currently hold a twelve-month contract with a local education agency; therefore, he/she will be ineligible for a salary position with this program.~~
- 9.02—~~The ADE will encourage sites to accommodate students who have summer jobs and cannot forfeit the income from summer employment. Sites may hold CPEP sessions in the evening if they meet the requirements set forth in Section 8.03 of these Rules.~~
- 9.03—~~Each service area shall mail the Project ACT answer documents to the appropriate vendor no later than the Monday immediately following administration of the test.~~

10.00 Program Evaluation

- 10.01—~~Following the summer program the individualized plan and progress report shall be provided to the students' school counselors or other school representative for documentation. The Project ACT scores shall be reported to the ADE on the Student Data Form.~~
- 10.02—~~Students who complete the CPEP program successfully and enroll in senior year courses deemed to be appropriate for pre-collegiate preparation may have their senior year Project ACT test cost paid by the state.~~
- 10.03—~~Each service area site will provide the ADE a list of students who enrolled in the program, were successful in completing the course study, and took the Project ACT. Each service site area will maintain a list in a central location for monitoring purposes.~~
- 10.04—~~The Departments of Education and Higher Education will collect and analyze data on program participants to assess the impact of the program on improved pre-collegiate preparation. This data will include ACT scores for seniors who completed the program, college remedial placement status, and first-year college grades in core subjects.~~

~~10.05 The project director shall submit to the ADE an end of year program evaluation and accounting.~~

Emergency Adoption

WHEREAS, the 88th General Assembly enacted Act 879 with an emergency clause, rendering it effective as of March 31, 2011; and

WHEREAS, Act 879 of 2011 directs the Department of Education to implement and expand postsecondary preparatory programs for the current school year; and

WHEREAS, Act 879 of 2011 repeals the Department's statutory authority to operate the existing College Preparatory Enrichment Program;

THEREFORE, 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 this Application is not promulgated on an emergency basis. Therefore, an emergency is declared to exist and the Arkansas State Board of Education promulgates this application as an emergency rule pursuant to Ark. Code Ann. § 25-15-204. This application shall become effective immediately upon filing.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ARKANSAS COLLEGE AND CAREER
READINESS PLANNING PROGRAMS**

~~November 2010~~

1.00 REGULATORY AUTHORITY

- 1.01 These regulations are enacted pursuant to the authority contained in Ark. Code Ann. §§ 6-11-105, ~~and 6-15-441~~, 6-16-601 et seq, 25-15-201 et seq., and Act 879 of 2011.

2.00 PURPOSE

- 2.01 The purpose of these rules is to establish guidelines for the implementation of:

2.01.1 the Arkansas College and Career Readiness Planning Program; and

2.01.2 Postsecondary preparatory programs in Arkansas.

3.00 DEFINITIONS

For purposes of these rules, each term below shall be defined as follows:

- 3.01 “ACT” means the American College Test.

- 3.02 “College readiness assessment” means a test of student educational development that measures student readiness for ~~future~~ postsecondary learning that and is administered pursuant to these Rules or is used by institutions of higher education as part of their admissions, placement, and scholarship processes and/or high schools to improve college and workforce readiness.

3.02.1 “College readiness assessment” includes without limitation the EXPLORE, PLAN, and PSAT assessments.

~~“College and career readiness” means that a student is academically ready to succeed in college level courses or in the workforce without the need to enroll in remedial courses during the student’s first year.~~

- 3.03 “College readiness benchmark” means the minimum score on a college readiness assessment in mathematics, English, or reading indicating that a student has a high probability of success in entry level postsecondary education.

3.03.1 College readiness benchmarks shall be determined jointly by the Arkansas Higher Education Coordinating Board and the State Board of Education.

3.04 “Department” means the Arkansas Department of Education.

3.05 “Designated College Readiness Course” means a regular instructional course taken during a student’s senior year of high school that is designated by:

3.05.1 Local school officials to assist in the improvement of a student’s placement test scores for mathematics, English language arts, or reading; or

3.05.2 The Department of Education and the Department of Higher Education as an appropriate course for college readiness.

3.06 “Eligible student” means a public school student in Arkansas who:

3.06.1 Is enrolled in or has completed any of grades eight through eleven (8-11) and has not yet begun grade twelve (12);

3.06.2 Is identified through a college readiness assessment as scoring below a college readiness benchmark in mathematics, English, or reading;

3.06.3 Receives the counseling required under Section 4.05 of these Rules; and

3.06.4 Desires to enroll in postsecondary education.

~~3.03-3.07~~ “EXPLORE” means the pre-ACT assessment designed to help students in grade eight (8) explore a broad range of options for their future and focus not only on high school coursework but also on post-high school choices as well.

3.08 “Placement test” means a test for entrance to postsecondary education that is either approved by the State Board of Education, or designated by the Department of Higher Education.

3.08.1 For the purpose of these Rules, “Placement test” includes without limitation the ACT.

~~3.04-3.09~~ “PLAN” means the pre-ACT assessment for students in grade ten (10) used to help a student focus attention on improved academic achievement, career preparation, and planning for post-high school years.

3.10 “Postsecondary preparatory program” means an intensive program approved under these Rules that is focused on preparing students for entry-level postsecondary work in the areas of mathematics, English, and reading based on identified needs for college enrollment and placement.

~~3.05~~ 3.11 “PSAT” means the Preliminary SAT/National Merit Scholarship Qualifying Test that provides practice for the SAT Reasoning Test and gives students feedback on individual strengths and weaknesses on college readiness skills.

4.00 PROGRAM IMPLEMENTATION COLLEGE AND CAREER READINESS PLANNING PROGRAM – IMPLEMENTATION

4.01 ~~Beginning with the 2010-2011 school year, e~~ Each public school that serves students in grade eight (8) shall administer EXPLORE to each student enrolled in grade eight (8) at the public school.

4.02 ~~Beginning with the 2010-2011 school year, e~~ Each public school that serves students in grade ten (10) shall administer PLAN or the PSAT to each student enrolled in grade ten (10) at the public school.

4.03 Funding for the college readiness assessments listed in Sections 4.01 and 4.02 of these Rules may be provided by the ~~Arkansas Department of Education (ADE)~~ using at-risk funding or other funds appropriated and authorized for this purpose.

4.04 Each public school district ~~administering the college readiness assessments under this section~~ shall use the college readiness assessments;

4.04.1 ~~¶~~ To assist students with college and workforce readiness skills, course selection in high school, and improved academic achievement;

4.04.2 To identify students who do not meet the college readiness benchmarks in mathematics, English, or reading; and

4.04.3 To provide the basis for the counseling concerning postsecondary preparatory programs as required by Section 4.05 of these Rules and Ark. Code Ann. § 6-16-603.

4.05 Each public school district shall ensure that every student identified under Section 4.04.2 is counseled by a public school counselor and strongly encouraged to enroll in a postsecondary preparatory program approved under these Rules.

- 4.06 The public school district shall make every reasonable effort to involve parents or guardians in student counseling and placement of students.
- 4.07 ~~By the 2011-2012 school year, e~~ Each public school shall fully incorporate the results from the college readiness assessments into the college and career planning process for each student. The ADE shall monitor the utilization of these assessments through the Student Services Annual Reports and the Public School Student Services Plan to ensure public school compliance.

5.0 PROGRAM EVALUATION POSTSECONDARY PREPARATORY PROGRAMS – APPROVAL

- 5.01 No later than September 1, 2011, and no later than May 1 of each year thereafter, any of the listed entities may submit to the Department an application for authorization to operate a postsecondary preparatory program in Arkansas:
- 5.01.1 One or more school districts;
- 5.01.2 One or more institutions of higher education; or
- 5.01.3 A partnership of one or more school districts and one or more institutions of higher education.
- 5.02 An application for authorization shall include:
- 5.02.1 A list of the participating school district[s] or institution[s] of higher education;
- 5.02.2 The number and location of sites at which postsecondary preparatory programs will be offered;
- 5.02.3 A program description, including identification of the curriculum, content guides, and instructional materials to be utilized;
- 5.02.4 Staffing and instructor qualifications;
- 5.02.5 Program schedules;
- 5.02.6 Guidelines for admission to the postsecondary program, including program eligibility requirements and selection criteria;
- 5.02.6.1 Admission guidelines should address whether and how the program will admit 12th grade students under Section 6.03 of these Rules;

5.02.7 Disciplinary policies which will govern participants; and

5.02.8 Attendance requirements for participants.

5.03 The Department may approve an application for authorization after:

5.03.1 Determining that the application meets the criteria established by these Rules and Ark. Code Ann. § 6-16-601 *et seq.*

5.03.2 Reviewing evidence of the postsecondary preparatory program's past performance and success, as reported under Section 9.0;

5.03.3 Reviewing the postsecondary preparatory program's past compliance with these Rules with Ark. Code Ann. § 6-16-601 *et seq.*, and with other relevant state or federal law; and

5.03.4 Giving priority for approval to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.

5.04 Authorization of an approved postsecondary preparatory program may be for a term defined by the Department of no more than one (1) year.

5.05 A postsecondary preparatory program shall not receive authorization under these Rules unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

5.06 Content guides utilized by a postsecondary preparatory program must be approved by the Department and must:

5.06.1 Include the curricular goals in each content area; and

5.06.2 State clearly how the program goals will be met.

5.06.3 Postsecondary preparatory programs may utilize content guides developed by outside parties with the Department's approval.

6.0 POSTSECONDARY PREPARATORY PROGRAMS – ENROLLMENT

6.01 An eligible student may enroll in and attend a postsecondary preparatory program at any time between:

6.01.1 The first day of school after July 1 of the year in which the student first enters grade eight (8); and

6.01.2 The first day of school after July 1 of the year in which the student first enters grade twelve (12).

6.02 An eligible student shall receive priority for enrollment in a postsecondary preparatory program if the eligible student qualifies for free and reduced price meals under the National School Lunch Act, 42 U.S.C. § 1751 *et seq.*, as verified by a signed Free and Reduced Price School Meals Family Application on file with the entity administering the postsecondary preparatory program.

6.02.1 If the postsecondary preparatory program is administered by an entity other than the student's home district, the program shall furnish a Free and Reduced Price School Meals Family Application to the student solely for the purpose of determining eligibility under this section.

6.02.2 No public school district, public school, or charter school may disclose any student's eligibility for free and reduced price meals to any other entity, including a public school district or institution of higher education administering a postsecondary preparatory program.

6.02.3 A postsecondary preparatory program may disclose a student's eligibility for free and reduced price meals to the Department.

6.03 Notwithstanding the requirements of Section 6.01, if space and funding are available after all eligible students who applied to attend a postsecondary preparatory program are enrolled, the Department may permit a postsecondary preparatory program to enroll a student in grade twelve (12) or a high school graduate if the student or graduate:

6.03.1 Scores below college readiness benchmarks on a college readiness assessment or placement test; and

6.03.2 Will enroll in the postsecondary preparatory program no later than three (3) months after graduating from an Arkansas high school.

6.04 An eligible student, or a student enrolled under Section 6.03, may enroll in one (1) or more of the curriculum areas in which the student has scored below the college readiness benchmark as identified by college readiness assessments.

7.0 POSTSECONDARY PREPARATORY PROGRAMS – OPERATION

7.01 A postsecondary preparatory program approved under these Rules shall:

7.01.1 Provide advice that will better prepare eligible students for entry-level postsecondary work in the areas of mathematics, English, and reading;

- 7.01.2 Improve diagnostic efforts, counseling, placement, and instruction for eligible students;
- 7.01.3 Provide intensive remedial instruction to eligible students enrolled in the postsecondary preparatory program in one (1) or more of the following curriculum areas:
 - 7.01.3.1 Mathematics;
 - 7.01.3.2 English; and
 - 7.01.3.3 Reading;
- 7.01.4 Effectively use college readiness assessments to monitor the progress of participants in the postsecondary preparatory program; and
- 7.01.5 Use innovative teaching and learning strategies that are designed to be effective with participants in the postsecondary preparatory program.
- 7.02 Remedial instruction provided by an approved postsecondary preparatory program shall:
 - 7.02.1 Consist of a minimum of twenty-five (25) hours or more of instruction for each curriculum area offered;
 - 7.02.2 Conform to content guides as approved by the Department, in consultation with the Department of Higher Education;
 - 7.02.3 Conform to individualized plans developed for each student;
 - 7.02.4 Be offered in classes containing no less than ten (10) students and no more than fifteen (15) students; and
 - 7.02.5 Be offered on one or more days from Monday through Saturday, during any hours that participants are not required to attend public school.
- 7.03 A postsecondary preparatory program approved under these Rules shall use instructors with appropriate content knowledge and specialized training developed by the Department of Education for instructors of developmental education.
 - 7.03.1 A postsecondary preparatory program may use an instructor who does not hold an Arkansas teaching license only if the non-licensed instructor works together with an instructor who holds a current Arkansas teaching license.

7.03.2 Instructors must hold one (1) of the following:

7.03.2.1 A current Arkansas secondary teaching license in the field to be taught;

7.03.2.2 A bachelor's degree with an undergraduate major in the field to be taught; or

7.03.2.3 A graduate degree in the field to be taught.

7.03.3 Instructors who will assist students with diagnosed reading problems must hold or be eligible to hold a current Arkansas teaching license with the Reading Specialist or Reading endorsement.

7.03.4 Instructors shall attend scheduled in-service training administered by the Department.

7.04 An Arkansas public high school shall award one (1) unit of credit as an elective for successfully completing a postsecondary preparatory program under these Rules.

7.04.1 The unit of credit awarded under this section shall not count toward the minimum number of credits required by law for high school graduation.

8.0 POSTSECONDARY PREPARATORY PROGRAMS – FUNDING

8.01 The Department may provide funding for approved postsecondary preparatory programs from monies appropriated and authorized in the Public School Fund for this purpose.

8.01.1 The Department shall give priority for funding to postsecondary preparatory programs operated by partnerships between one or more school districts and one or more institutions of higher education.

8.01.2 Funding provided by the Department may be used by a postsecondary preparatory program only for those costs directly related to the proper administration of the program, including without limitation administrative costs, stipends, instructional materials, and site operational costs.

8.01.2.1 Funding provided by the Department may not be used to pay or purchase incentives for students.

8.01.3 Funding provided by the Department may not be used to purchase tangible personal property if the property has:

8.01.3.1 A useful life of more than one (1) year; and

8.10.3.2 An acquisition cost of \$300 or more per unit.

8.01.4 Any balance of funds provided by the Department and remaining at the conclusion of the program term shall be returned to the Department.

8.02 The opportunity to participate in a postsecondary preparatory program under these Rules shall not be interpreted as mandating the Department to fund postsecondary preparatory programs at a cost in excess of the funds appropriated and authorized in the Public School Fund for this purpose.

8.03 An Arkansas public school district may use National School Lunch student categorical funding received under Ark. Code Ann. § 6-20-2305 to operate or support an approved postsecondary preparatory program.

8.04 A postsecondary preparatory program shall not receive funding from the Department or from an Arkansas public school district unless the postsecondary preparatory program files an annual application with the Department and the application is approved.

9.0 POSTSECONDARY PREPARATORY PROGRAMS – EVALUATION

9.01 A postsecondary preparatory program approved under these Rules shall document evidence of its performance and the success of its participants.

9.02 Within ninety (90) days of the end of the approval term specified under Section 5.04 of these Rules, each approved postsecondary preparatory program shall submit the following data in a form and manner approved by the Department:

9.02.1 The total number of participants and the number of participants in each grade level;

9.02.2 The number of participants who were eligible for free and reduced-price meals under the National School Lunch Act;

9.02.3 The total number of participants in each curriculum area identified in Section 7.01.3;

9.02.4 The progress of participants monitored in the postsecondary preparatory program through the use of college readiness assessments;

9.02.5 The number of participants who enrolled in the postsecondary preparatory programs and:

9.02.5.1 Scored lower than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement; or

9.02.5.2 Scored at or higher than the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for college placement;

9.02.6 Student-specific data for each individual participant, including:

9.02.6.1 Name, gender, grade level, identification number, and other identification data specified by the Department;

9.02.6.2 Free and reduced lunch status;

9.02.6.3 Curriculum area(s) in which the student enrolled; and

9.02.6.4 Placement test scores;

9.02.7 Daily attendance;

9.02.8 The final percentage of participants meeting the attendance requirements contained in the program's application;

9.02.9 An itemization of the source and amount of all funds expended to support the approved postsecondary preparatory program; and

9.02.10An itemization of the source, payee, amount, and purpose of all expenditures made from funds provided by the Department or by any Arkansas public school district.

9.03 The Department, in collaboration with the Department of Higher Education, shall collect and analyze the data reported by approved postsecondary preparatory programs under Section 9.02.

9.03.1 The Department shall store all student data in the Arkansas Public School Computer Network.

9.03.2 The Department shall present its data analysis in the annual school performance reports required by Ark. Code Ann. § 6-15-1402.

9.04 The Department shall annually release to the General Assembly the following data:

9.04.1 The number and type of postsecondary preparatory programs approved;

9.04.2 For each approved postsecondary preparatory program, the public school district[s] and/or institution[s] of higher education operating the postsecondary preparatory programs approved;

9.04.3 The amount of funding the Department distributed to each postsecondary preparatory program; and

9.04.4 The data collected from each approved postsecondary preparatory programs under Section 9.02, after removing any personally identifiable student information as required by the Family Educational Rights and Privacy Act of 1974.

~~5.01~~9.05 Data collection shall be maintained by the ~~ADE~~ Department for the purpose of:

~~5.01.1~~ 9.05.1 Increasing college and career readiness skills;

~~5.01.2~~ 9.05.2 Improving instruction;

~~5.01.3~~ 9.05.3 Enhancing school improvement plans; ~~and~~

~~5.01.4~~ 9.05.4 Reducing the college remediation rates of students; and

9.05.5 Developing and implementing postsecondary preparatory programs under these Rules.

~~5.02~~ 9.06 The ~~ADE~~ Department shall report to the House Committee on Education and the Senate Committee on Education no later than ~~September 30~~ December 31 of each year on the:

9.06.1 Implementation and effectiveness of the Arkansas College and Career Readiness Planning Program; and

9.06.2 Statistical analysis of postsecondary preparatory programs under these Rules.

9.06.3 The report may be posted on the Department of Education's website with a notification to the Committees.

- ~~5.02 School guidance counselors serving students in Grades 8–12 shall provide career guidance utilizing the results of college readiness assessments in the college and career planning process. The ADE shall monitor the utilization of these assessments through the Student Services Annual Reports and the Public School Student Services Plan to ensure public school compliance.~~

10.0 PLACEMENT TESTS

- 10.01 An Arkansas public school student enrolled in grade eight (8) or grade ten (10) may take a placement test at no cost to the student at the date, time, and location set by the State Board of Education.
- 10.02.1 Each public school district shall use the placement test scores to identify every student who scores below the statewide minimum scores established by the Arkansas Higher Education Coordinating Board for mathematics, English, or reading.
- 10.02.2 Each public school district shall ensure that every student identified pursuant to Section 10.02.1 is counseled by a public school counselor and strongly encouraged to enroll in a Designated College Readiness Course.
- 10.03 Each public school district shall ensure that every Arkansas public school student enrolled in grade eleven (11) is advised by a public school counselor of the opportunity under Section 10.04 to take a placement test during grade twelve (12) at no cost to the student.
- 10.04 An Arkansas public school student enrolled in grade twelve (12) may take a placement test at no cost to the student at the date, time, and location set by the State Board of Education if:
- 10.04.1 The student successfully completes a postsecondary preparatory program; and
- 10.04.2 The student is enrolled in a Designated College Readiness Course.
- 10.05 At the request of a student, the student's placement test score will be made available to and will be accepted by and recognized toward meeting enrollment requirements of state-supported colleges, universities, and postsecondary vocational schools in Arkansas.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE
COLLEGE PREPARATORY ENRICHMENT PROGRAM**

~~January 19, 2010~~

1.00 College Preparatory Enrichment Program

- 1.01 — ~~These regulations shall be known as the Arkansas Department of Education Regulations Governing the College Preparatory Enrichment Program.~~
- 1.02 — ~~The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated § 6-16-604, as amended by Act 1469 of 2009.~~

2.00 Purpose of Regulations

- 2.01 — ~~The purpose of these regulations is to establish guidelines for the appropriate administration of a summer remedial program designed for rising twelfth-grade students and high school graduates who will enter their freshman year of college in the fall immediately following the completion of their senior year and who scored less than the minimum score set by the State Board of Higher Education on the American College Test (ACT).~~
- 2.02 — ~~A further purpose of these regulations is to establish a distribution formula for implementing the College Preparatory Enrichment Program.~~

3.00 Definitions/Acronyms

- 3.01 — ~~Site Advisory Committee: educators including counselors representing local districts within the service area site who are responsible for the selection of participants.~~
- 3.02 — ~~State Board of Higher Education cut off scores: scores below 19 on the ACT.~~
- 3.03 — ~~Service Area Sites: facilities within school districts accredited by the Arkansas Department of Education (ADE), accredited public institutions of higher learning, and Arkansas Educational Service Cooperatives.~~
- 3.04 — ~~ACT: American College Test~~
- 3.05 — ~~ADE: Arkansas Department of Education~~
- 3.06 — ~~CPEP: College Preparatory Enrichment Program~~
- 3.07 — ~~Capital Outlay: tangible personal property having a useful life of more than one year and an acquisition cost of \$300 or more per unit (computers, printers, televisions, VCRs, overhead projectors, other instructional equipment, and furniture).~~

- 3.08 — ~~Diagnosed Reading Problem: disorder/disability in the area of reading identified through observation and examination with instruments that have been proven reliable and valid.~~
- 3.09 — ~~Project ACT: special administration of the ACT for students completing CPEP.~~
- 3.10 — ~~CPEP Index: the ratio of the number students eligible for free or reduced lunch in the school district from the October 1 Enrollment Report of the current fiscal year over the total enrollment of the school district, expressed as a percentage rounded to the nearest hundredth of a percentage.~~
- 3.11 — ~~Student Eligibility for Program: rising twelfth grade students and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year, and who scored less than the minimum scores set by the State Board of Higher Education on the American College Test (ACT).~~
- 3.12 — ~~Student Eligibility for Funding: for each school district, the number of students enrolled in grade ten (10), eleven (11), and twelve (12) retrieved from the current fiscal year October 1 Enrollment Report, times the CPEP Index.~~

4.00 Student Eligibility

- 4.01 — ~~Rising twelfth grade students and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year, and who scored less than the minimum scores set by the State Board of Higher Education on the math or English portions of the American College Test (ACT) are eligible for the program.~~
- 4.02 — ~~All students who have taken the ACT and completed their junior year of high school may enroll in the program.~~
- 4.03 — ~~High school graduates also may enroll in the program with permission of the site advisory committee. Documentation of recruitment efforts for rising twelfth graders and high school graduates who will enter their freshman year of college in the fall immediately following completion of their senior year shall be maintained at the school site for audit purposes.~~
- 4.04 — ~~The site advisory committee, composed of educators including counselor(s) representing local school districts within the service area, will be responsible for the selection of the participants using the student eligibility guidelines listed in 4.01-4.04.~~

5.00 Site Eligibility

- 5.01 — ~~The following educational organizations may serve as a service area site: school districts accredited by the Arkansas Department of Education (ADE), accredited public institutions of higher learning, and Arkansas Education Service Cooperatives.~~
- 5.02 — ~~The service area site shall maintain and keep in a central location for monitoring and auditing purposes a documentation file containing a list of personnel who will be working in the program, disciplinary policies which will govern participants, program descriptions, and student schedules.~~
- 5.03 — ~~Each service area site shall have the discretion to determine the number of students to serve based on the amount of allocation received.~~
- 5.04 — ~~Every effort shall be made to fill all existing CPEP sites to capacity.~~
- 5.05 — ~~Priority for the expansion of existing CPEP sites will be given to those geographical areas where the percentage of students requiring remediation is the highest.~~
- 5.06 — ~~Priority for the creation of new CPEP sites will be given to those districts and counties where programs do not exist and where remediation levels are the highest.~~

6.00 Staffing

- 6.01 — ~~Each service area site shall employ a program manager to administer the instructional program.~~
- 6.02 — ~~The program manager's duties include counseling students, scheduling, facilitating staff selection, coordinating the preparation of individualized plans for students entering and leaving the program, completing ADE CPEP reports in an accurate and timely manner, and performing other administrative duties to assure the operation at the site. Because of the duties of the program manager, a certified, secondary counselor is preferred. If such a person is unavailable, the program manager must be a certified secondary principal or administrator. (Individuals holding a twelve-month contract may not be paid from CPEP funds for administering a CPEP program.)~~
- 6.03 — ~~Teachers must hold secondary certification in the field to be taught and must have demonstrated successful and innovative teaching techniques.~~
- 6.04 — ~~Teachers must attend scheduled inservice training administered by the ADE.~~
- 6.05 — ~~The maximum class size will be ten (10) with administrative flexibility to make reasonable adjustments and a minimum class size will be five (5).~~
- 6.06 — ~~The staff who will assist students with diagnosed reading problems must hold the Reading Specialist or Reading Endorsement. Other applicants eligible to receive either endorsement must meet the requirements established by the State Board of Education.~~

7.00 Distribution of CPEP Funds

- 7.01 — For each school district, a CPEP Index shall be calculated equal to the ratio of the number of students eligible for free or reduced lunch in the school district over the total enrollment of the school district, expressed as a percentage rounded to the nearest hundredth of a percentage. Each of the figures in this ratio shall be from the October 1 Enrollment Report for the current fiscal year.
- 7.02 — For each school district, the number of students eligible for CPEP funds shall be calculated as the product of the total number of students enrolled in grades ten (10), eleven (11), and twelve (12) times the CPEP Index. The enrollment figures shall be from the October 1 Enrollment Report of the current fiscal year.
- 7.03 — The CPEP funding factor shall be equal to the statewide total number of students eligible for CPEP funds divided into the total amount of funds budgeted for CPEP.
- 7.04 — For each school district, the CPEP funds to be distributed to that school district shall be equal to the product of the number of students eligible for CPEP funds times the CPEP funding factor.
- 7.05 — The Department of Education may expend funds to implement assessment programs to assist in educational and guidance instruction.
- 7.06 — Districts are to limit the use of CPEP funding for those costs directly related to the proper administration of the service area site(s) such as, but not limited to, the following: administrative costs, stipends, instructional materials, site operational cost, etc.
- 7.07 — School districts cannot expend CPEP funds to purchase capital outlay items.
- 7.08 — The Department of Education may expend funds from this appropriation to implement assessment programs such as PLAN and EXPLORE to assist in educational and guidance instruction.
- 7.09 — Any balance of CPEP funds on hand in any school district or site at the end of the program shall be returned with End of Program Reports to the Arkansas Department of Education.

8.00 Instructional Program

- 8.01 — It is the intent of this program to provide instruction in the areas of math and language arts. Each service areas site must provide all students who enroll with individualized plans for the summer enrichment program and their senior year of high school, individualized counseling, and other forms of assistance.
- 8.02 — Each service area site must select instructional materials which provide enrichment as well as reinforcement in basic skills.

- 8.03 — ~~Each service area site shall have the discretion to schedule the instructional day for no less than three hours with appropriate time for independent study. The length of the summer term shall be five (5) weeks, during which time a school shall provide no less than twenty (20) days and no less than seventy five (75) hours of instruction.~~
- 8.04 — ~~Each service area site shall maintain, for auditing and monitoring purposes, the project director and participant records, teacher contract, and all details of the planned instructional program (i.e., master schedules, materials, curriculum, methodologies, etc.)~~

9.00 Administration

- 9.01 — ~~A local district, college or university, or regional service cooperative may be eligible to operate a service area site. Each service area site must identify the individual who will serve as project director. The ADE anticipates that the project director will be a local superintendent, college administrator/developmental program director or cooperative director. The project director should be a bonded official of the host agency. The ADE expects that the project director will currently hold a twelve-month contract with a local education agency; therefore, he/she will be ineligible for a salary position with this program.~~
- 9.02 — ~~The ADE will encourage sites to accommodate students who have summer jobs and cannot forfeit the income from summer employment. Sites may hold CPEP sessions in the evening if they meet the requirements set forth in Section 8.03 of these Rules.~~
- 9.03 — ~~Each service area shall mail the Project ACT answer documents to the appropriate vendor no later than the Monday immediately following administration of the test.~~

10.00 Program Evaluation

- 10.01 — ~~Following the summer program the individualized plan and progress report shall be provided to the students' school counselors or other school representative for documentation. The Project ACT scores shall be reported to the ADE on the Student Data Form.~~
- 10.02 — ~~Students who complete the CPEP program successfully and enroll in senior year courses deemed to be appropriate for pre-collegiate preparation may have their senior year Project ACT test cost paid by the state.~~
- 10.03 — ~~Each service area site will provide the ADE a list of students who enrolled in the program, were successful in completing the course study, and took the Project ACT. Each service site area will maintain a list in a central location for monitoring purposes.~~

- ~~10.04 The Departments of Education and Higher Education will collect and analyze data on program participants to assess the impact of the program on improved pre-collegiate preparation. This data will include ACT scores for seniors who completed the program, college remedial placement status, and first-year college grades in core subjects.~~
- ~~10.05 The project director shall submit to the ADE an end-of-year program evaluation and accounting.~~

**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS IDENTIFYING AND GOVERNING
SELF-CONSTRUCTION PROJECTS BY PUBLIC EDUCATION ENTITIES
August 13, 2001**

1.00 REGULATORY AUTHORITY

1.01 These regulations shall be known as the Arkansas Department of Education's Rules and Regulations Identifying and Governing Self-Construction Projects by Public Education Entities.

1.02 These regulations are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. § 6-11-105 and Act 1204 of 2001.

2.00 PURPOSE

2.01 The purpose of these regulations is to describe how the department will identify, assist, monitor and address public educational entities that self-construct.

3.00 DEFINITIONS

3.01 "Public educational entities" (Entities) is defined to mean Arkansas public school Entities, charter schools, educational cooperatives or any publicly supported entity having supervision over public educational entities.

3.02 "Self-construction" is defined to mean any construction where the public educational entity uses its own employees, acts as a general contractor or uses a construction manager while acting as a general contractor.

3.03 "Construction project" is defined to mean making or forming an improvement by combining parts, labor or materials; the erection or alteration that exceeds a cost of \$20,000 of a structure or physical object under the supervision or ownership of a public educational entity.

3.04 "Design professional" is defined to mean a person or firm who provides professional expertise in order to carry out a capital erection, repair or improvement project. Design professionals may include, but may not be limited to the following professionals: planners (land, city, utilities, etc.); architects, landscape architects, surveyors (land), engineers (consulting and professional engineers providing expertise in various licensed fields such as civil, electrical, mechanical, structural, sanitary, etc.).

3.05 "Maintenance work" is defined to mean the repair but not the replacement or alterations that exceed a cost of \$20,000 of existing facilities when the size, capacity and type of the existing facility or equipment is not thereby substantially changed or increased.

3.06 "Commodities" is defined to mean all supplies, goods, material, equipment,

~~machinery, facilities, and personal property purchased for or on behalf of an Entity.~~

~~3.07 "Open market purchases" is defined to mean those purchases of commodities by any purchasing official in which competitive bidding is not required.~~

~~3.08 "Administrator" is defined to mean a school Entity superintendent, an educational cooperative director, the Administrator, Director, Chairman, or President of a charter school, or other educational entity.~~

4.00 NOTIFICATION OF INTENT

~~4.01 When an Entity board votes to self construct, the Administrator of the Entity shall notify the office of School Plant Services of the action. This notification shall be made in writing by electronic submission or by a letter submitted by U.S. mail. This notification shall include a description of the construction project. Approval may be granted by the office of School Plant Services at that time.~~

~~4.02 If additional information is needed after receiving the written notification of an Entity's decision to self construct, the office of School Plant Services will provide the Entity with a document for reporting this information. The document to be used for the additional information needed of an Entity's intent to self construct will be the Arkansas Department of Education School Site Approval Form. The Administrator of the Entity shall provide all information requested by the Arkansas Department of Education in the School Site Approval Form.~~

~~4.03 Upon receiving an Entity's notification of intent to self construct, the office of School Plant Services shall provide by certified mail a copy of the "Rules and Regulations Identifying and Governing Self-Construction Projects by Public Education Entities" to the Entity's Administrator and board president.~~

~~4.04 Upon receiving an Entity's notification of intent to self construct, the office of School Plant Services shall provide a written assessment of the Entity's decision to self construct.~~

5.00 APPROVAL PROCEDURES

~~5.01 Upon receiving an Entity's notification of intent to self construct and it is determined that additional information is needed, the office of School Plant Services shall mail to the Entity: (1) a site approval form, and (2) a list of the Arkansas agencies required to review and approve the final construction documents before the project can be put out for bid or before self construction may begin.~~

~~5.02 When an Entity develops plans for a self construction project to be submitted to the office of School Plant Services for approval, the Entity shall ensure that the design and plans satisfy all Arkansas legal requirements including, but not~~

limited to, the following:

~~A. All construction plans, specifications and estimates shall be made by and the construction executed under the observation of the appropriate design professional. (Ark. Code Ann. § 22-9-101)~~

~~B. If the total cumulative and fair market value of construction or capital improvement is greater than \$25,000, an engineer, registered or licensed in the State of Arkansas, shall provide the required engineering services. (Ark. Code Ann. § 22-9-101 (b) (1))~~

~~C. If the total cumulative and fair market value of construction or capital improvement is greater than \$100,000, an architect registered or licensed in the State of Arkansas shall provide the required architectural services. Ark. Code Ann. § 22-9-101 (b) (2))~~

6.00 BID, BOND AND LICENSING REQUIREMENTS

~~6.01 When an Entity self-constructs, the Entity shall ensure by written report compliance to all Arkansas laws, including the following:~~

6.02 Commodities Purchasing

~~A. Open market purchases may be made where the purchase price is less than \$10,000.~~

~~B. In each instance where the estimated purchase price shall equal or exceed \$10,000, the commodity shall be procured by soliciting bids. (Ark. Code Ann. § 6-21-301)~~

6.03 Bidding Requirements

~~A. When all estimated construction costs do not exceed \$20,000, the contract shall be solicited according to local school board policy.~~

~~B. When all estimated construction costs exceed \$20,000, the Entity shall publish public notice of intent to receive bids a minimum of one (1) time per week for two (2) consecutive weeks. The bids may be opened one (1) week after the last date of publication. (Ark. Code Ann. § 22-9-203 as amended by Act 1051 of 2001)~~

~~6.04 When giving public notice of intent to receive bids for construction, an Entity may include alternates in the bid specifications. If the Entity includes alternates in the bid specifications, the alternates must be deductive, no more than three (3) alternates may be used and the alternates must be set forth and considered in numerical order. (Ark. Code Ann. §22-9-203 as amended by Act 921 of 2001)~~

~~6.05 When advertising for bids for construction, an Entity may negotiate a final contract amount with the successful bidder if the low bid is within twenty five percent (25%) of the amount appropriated for the project and all alternates~~

~~have been exhausted. (Ark. Code Ann. § 22-9-203 as amended by Act 921 of 2001)~~

~~6.06 A five percent (5%) corporate bid bond or a certified check in the amount of five percent (5%) of the bid shall accompany all submitted bids on construction contracts that exceed \$20,000. (Ark. Code Ann. § 22-9-203 (2) (A) (D))~~

~~6.07 The successful bidder on construction that exceeds \$20,000 shall provide the owner a performance and payment bond for one hundred percent (100%) of the contract amount. This bond must be filed in the county where the work is being performed before authorization to proceed is granted. (Ark. Code Ann. § 18-44-503)~~

~~6.08 Any sub-trades contractor doing work in areas such as electrical, plumbing, HVAC, etc. must hold the required trades' licenses from the State of Arkansas. This applies to Entity personnel, as well as sub-trades contractors not employed by the Entity. Any contractor who performs a job that exceeds \$20,000 must also hold an Arkansas contractor's license. (Ark. Code Ann. §17-25-101 (a))~~

7.00 ENFORCEMENT

~~7.01 Any Entity Administrator or certified employee that knowingly submits to the Arkansas Department of Education or the office of School Plant Services a false report or false information required by Arkansas law or these rules and regulations shall be subject to having his license revoked, suspended or placed on probation pursuant to Ark. Code Ann. § 6-17-410.~~

Rules and Regulations Governing Waivers of Minimum Salaries for Certified Personnel

~~1.00 Regulatory Authority~~

~~1.01 These regulations shall be known as the Department of Education Regulations governing the waiving of minimum salaries to be paid certified personnel.~~

~~1.02 These regulations are enacted pursuant to the State Board of Education's specific authority under Arkansas Codes Annotated 6-17-1001 and 6-11-105 (Repl. 1993).~~

~~2.00 Purpose~~

~~2.01 It is the purpose of these regulations to set general guidelines for granting waivers to school districts which cannot meet the provisions of Arkansas Code Annotated 6-17-1001.~~

~~3.00 Filing a Request~~

~~3.01 School district requests for waivers shall be on forms provided by the Arkansas Department of Education.~~

~~4.00 District Eligibility Criteria~~

~~4.01 School districts shall meet the minimum expenditure requirements of Ark. Code Ann. 6-20-310 (Supp. 1995) for the school year for which the request is made.~~

~~4.02 School districts shall have a base millage of no less than 25 mills available for maintenance and operation.~~

~~4.03 A school district must show that its combined teacher salary, operating and debt service fund balances will be depleted within three years if relief is not granted.~~

~~4.04 Prior to receiving a waiver, a school district shall seek assistance from the Department of Education in developing and filing a plan with the Department for the purpose of eliminating the need for a waiver as soon as possible.~~

~~4.05 Prior to receiving a waiver, the school board shall review in a regularly scheduled public meeting the need for a waiver, the plan to eliminate the future needs for a waiver which is to be filed with the Department, and implications for all educational programs should the waiver be granted.~~

~~5.00 Review and Approval of Requests~~

~~5.01 A committee appointed by the Director of the Department of Education shall review waiver applications and make recommendations. The Director shall have final authority in the disposition of requests.~~

~~5.02 One year approved waivers shall be tentative subject to findings which reflect compliance with all eligibility criteria.~~

~~5.03 Relief shall not be granted beyond an amount necessary to prevent the district from depleting its balances within three years.~~

~~5.04 Final approval by the Director shall identify that district as meeting the requirements of a Phase I fiscal distress district.~~