



AGENDA STATE BOARD OF EDUCATION

September 10, 2012
Arkansas Department of Education

9:00 AM

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Reports

Report-1 Chair's Report

Presenter: Jim Cooper

Report-2 Commissioner's Report

Presenter: Dr. Tom W. Kimbrell

Report-3 Arkansas Advanced Initiative for Math and Science Report

Arkansas Advanced Initiative for Math and Science is a part of the National Math and Science Initiative and is funded by a \$13.2 million grant from Exxon Mobil. The purpose of the grant is to improve STEM education by having more students take Advanced Placement math, science, and English exams and to score a 3 or higher on the AP exams. The 2011-12 school year was the fourth year of the program. Last year, Arkansas AIMS worked with 39 high schools around the state. This report details the success on the 2012 AP exams.

Presenter: Tommie Sue Anthony

Report-4 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 activities associated with college and career readiness.

Presenter: Dr. Laura Bednar

Report-5 2012 Home School Annual Report

This summary report is provided to the State Board of Education and reflects the status of home school students registration and testing for the 2011-2012 school year.

Presenter: Lisa Crook

Report-6 Covenant Keepers College Preparatory Charter School Quarterly Report

On June 11, 2012, the State Board of Education placed Covenant Keepers College Preparatory Charter School on probation for one year with regular reports to be made regarding finances and management. This is the school's first quarterly report.

Presenter: Dr. Laura Bednar

Report-7 Progress Report on Dollarway School District

The Arkansas Department of Education took control of the Dollarway School District June 11, 2012. This report is presented as an update on the school district's progress.

Presenter: Frank Anthony

Consent Agenda

C-1 Minutes - August 13, 2012

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 September report summarizes the PMT for August.

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

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 68 school districts covering a total of 188 teaching positions. None of these requests were from a district in academic distress. These requests have been reviewed, and either approved or denied by Department staff, and are consistent with program guidelines.

Presenter: Dr. Karen Cushman

C-5 Initial Year Charter School Enrollment and Financial Report

Please see the attached report regarding Pine Bluff Lighthouse Charter School and SIATech Little Rock, regarding their initial year student enrollment and financial status as of the end of the 2011-2012 school year as required by Arkansas Code Annotated §6-23-406 (2011).

Presenter: Dr. Laura Bednar

C-6 Annual Review of Academics Plus Charter School, Arkansas Virtual Academy, and Benton County School of the Arts

Please see the attached report regarding Academics Plus Charter School, Arkansas Virtual Academy, and the Benton County School of the Arts. On March 14, 2012, the State Board of Education renewed the charters of these public

charter schools. As part of the renewal, an annual review is required.

Presenter: Dr. Laura Bednar

C-7 **Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #T-12-010 – Kathy Diane Tosh**

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand for Kathy Diane Tosh and a fine of \$50 for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Standard 6: An educator keeps in confidence secure standardized test material as well as information about students and colleagues obtained in the course of professional service unless disclosure serves a professional purpose or is allowed or required by law. Ms. Tosh was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated July 18, 2012, and accepted the recommendation of the Ethics Subcommittee in writing.

Presenter: Michael Smith

C-8 **Consideration of the Recommendation of the Professional Licensure Standards Board for Probation of the Teaching License for Two (2) Years and a Fine of \$75 for Case #12-045 – Phillip Lane Scoggins**

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending probation of the teaching license of Phillip Scoggins for two (2) years and a fine of \$75 for violation of Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship. Mr. Scoggins was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, May 18, 2012, and accepted the recommendation of the Ethics Subcommittee by stipulated agreement.

Presenter: Michael Smith

C-9 **Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of the Teaching License for One (1) Year, and a Fine of \$100 for Case #12-046 – Glenn Ray McFadden**

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Glenn McFadden for one (1) year, beginning July 1, 2012, through June 30, 2013, and a fine of \$100 for violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices and Standard 4: An educator entrusted with public funds and property honors that trust with honest, responsible stewardship. Mr. McFadden was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, May 18, 2012, and accepted the recommendation of the Ethics Subcommittee by stipulated agreement.

Presenter: Michael Smith

C-10 **Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-083 – Melissa Rene Grice**

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand for Melissa Grice and a fine of \$50 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Grice was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, June 13, 2012, and accepted the recommendation of the Ethics Subcommittee in writing.

Presenter: Michael Smith

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Suspension of the Teaching License for One (1) Year and a Fine of \$100 for Case #12-085 – Cathy Lyn Davis

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending suspension of the teaching license of Cathy Davis for one (1) year, beginning July 1, 2012, through June 30, 2013, Child Maltreatment Professional Development and a fine of \$100 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom and Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. Ms. Davis was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, June 13, 2012, and accepted the recommendation of the Ethics Subcommittee by stipulated agreement.

Presenter: Michael Smith

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for a Written Reprimand and a Fine of \$50 for Case #12-079 – Donald Harold Price

The Professional Licensure Standards Board's Subcommittee on Ethics is recommending a written reprimand for Donald Price and a fine of \$50 for violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Mr. Price was notified of the Professional Licensure Standards Board's recommendation by certified and regular mail dated, July 19, 2012, and accepted the recommendation of the Ethics Subcommittee in writing.

Presenter: Michael Smith

Action Agenda

A-1 Hearing on Waiver Request for Certified Teacher License – James Arender

James Arender holds a current license subject to revocation, suspension, or probation under Ark. Code Ann. § 6-17-410. The State Board of Education "shall revoke any existing license not up for renewal if the educator has pled guilty or nolo contendere to or has been found guilty of..." a disqualifying offense under Ark. Code Ann. § 6-17-410 unless a waiver is granted. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Mr. Arender's 2003 charge for attempted manufacture of methamphetamine was pardoned by Governor Beebe and the offense occurred prior to licensing. Mr. Arender has requested a waiver and is not represented by counsel.

Presenter: Katherine Donovan

A-2 Hearing on Waiver Request for Certified Teacher License – Janie Atwood May

Janie Atwood May holds a current license subject to revocation, suspension, or probation under Ark. Code Ann. § 6-17-410. The State Board of Education "shall revoke any existing license not up for renewal if the educator has pled guilty or nolo contendere to or has been found guilty of..." a disqualifying offense under Ark. Code Ann. § 6-17-410 unless a waiver is granted. The Arkansas Department of Education has access to and must consider any criminal background check reflecting a guilty plea, or nolo contendere (no contest) or being found guilty by a jury or judge for any offense listed in §6-17-410, including records that have been expunged, sealed, or subject to a pardon. Ms. May pleaded guilty to a disqualifying offense (violation of the Uniform Controlled Substances law) while holding a valid license and has requested a waiver. She is not represented by counsel.

Presenter: Katherine Donovan

A-3 Consideration of Request to Suspend the Teaching License of One (1) National Board of Professional Teaching Standards (NBPTS) Teacher Who Owes Money to ADE

As ADE continues to close outstanding NBPTS accounts; several balances are still unresolved. These cannot be waived or closed without the approval of the State Board. Lauralee Alber achieved National Board certification in 2007 but did not teach two (2) additional years after certification.

Ark. Code Ann. § 6-17-413 (b) (3) allows the State Board of Education to suspend the teacher's license of any person that fails, when required to do so, to repay moneys contributed by the Department for the certification program of the national board.

Pursuant to A.C.A. § 6-17-413 (b) (2) teachers who leave the employment of a public school district before three (3) continuous years are required to repay the Department. Every effort has been made to contact Ms. Alber and secure repayment of the funds due. All efforts have been unsuccessful.

It is the ADE's recommendation to suspend Ms. Lauralee Alber's Arkansas teaching license until her \$2,500 debt is paid. At that time, her license can be reinstated.

Presenter: *Dr. Karen Cushman*

A-4 Consideration of Recommendation of Suspension of Educator's Licenses with Unpaid PLSB Fines

The following list of educators have not paid the fines ordered by the State Board for violation of the Code of Ethics. The PLSB staff has made every effort to contact these teachers and their districts (if they are currently employed by a school district in Arkansas.)

Under the Administrative Procedures Act § 25-15-217(d), the State Board is authorized to suspend an educator's license until they comply with the State Board ordered fines.

Case #	Name	Date of Board Action	Amount of Fine
11-082	Robin Elizabeth Carraway	December 11, 2011	\$100.00
11-091	Geoffrey D. Trisollini	February 13, 2012	\$75.00
11-095	Horace Ray Charles	February 13, 2012	\$50.00
T12-004	Martha Enyart Moore	April 10, 2012	\$75.00

Presenter: *Katherine Donovan*

A-5 Consideration for Final Approval: Arkansas Department of Education Rules Governing Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Ark. Code Ann. § 6-18-223 provides statutory authority for the State Board to adopt rules to permit public school students who have successfully completed the eighth grade to enroll in a publicly supported community college or four-year college or university for the purpose of obtaining concurrent high school and higher education course credit. During the 2010-2011 and 2011-2012 school years, the State Board approved a concurrent credit pilot project. Based upon the results of the pilot project, the Arkansas Department of Higher Education (ADHE) and the Arkansas Department of Education (ADE) recommend that the provisions of the pilot project be given permanent effect

in the ADE rules. The State Board released the proposed rules for public comment July 9, 2012. A public hearing was held August 2, 2012. The public comment period expired August 13, 2012. Department staff received public comments on the proposed rules and revised the proposed rules based upon those public comments. Department staff respectfully requests that the State Board give its final approval to the proposed rules.

Presenter: Director Shane Broadway and Jeremy Lasiter

A-6 **Consideration for Approval for Second Public Comment Period: Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program**

On July 9, 2012, the State Board approved for public comment certain revisions to the Arkansas Department of Education (ADE) Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program and the Academic Distress Program. During the public comment period, it became necessary to revise and clarify certain provisions of the proposed rules. Department staff revised the proposed rules to include a procedure for notification to school districts of their preliminary statuses and to allow time for school districts to review data upon which their statuses were based (See Section 13.10). Given these revisions, Department staff respectfully requests that the State Board approve the proposed rules for a second public comment period.

Presenter: Jeremy Lasiter

A-7 **Consideration for Approval for Public Comment: Arkansas Department of Education Rules Governing Consolidation and Annexation of School Districts**

Ark. Code Ann. § 6-13-1608(f) states that a school district may not incur debt without the prior written approval of the Arkansas Department of Education (ADE) if the school district is identified by the ADE as having fewer than three hundred fifty (350) students according to the school district's average daily membership in the school year immediately preceding the current school year. ADE staff recommends that the rules be revised to include a definition of "debt." The proposed definition of "debt" can be found at Section 3.08 of the proposed rules. Department staff respectfully requests that the State Board approve the proposed rules for public comment.

Presenter: Jeremy Lasiter

A-8 **Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules and Regulations Arkansas Compulsory Attendance Requirements**

The State Board adopted these rules August 9, 1999. These Rules have not been amended since that time, even though the substantive law governing compulsory attendance has changed substantially. Because these Rules are outdated and no longer needed, Department staff respectfully request that the State Board approve for public comment the proposed repeal of these Rules.

Presenter: Mark White

Reports

Report-1 **Request to Address the Board: Renaldo J. Hemphill, Ph.D.**

Dr. Renaldo J. Hemphill has asked to be placed on the agenda to address the State Board regarding the transitional skills outlined in his book, "How to Go to College in Seven EASY Steps."

Presenter: Dr. Renaldo J. Hemphill

**Minutes
State Board of Education Meeting
Monday, August 13, 2012**

The State Board of Education met Monday, August 13, 2012, in the auditorium of the Department of Education building. Jim Cooper, Chair, called the meeting to order at 9 a.m.

Present: Jim Cooper, Chair; Brenda Gullet, Vice Chair; Dr. Jay Barth; Sam Ledbetter; Alice Mahony; Vicki Saviers; Toyce Newton; Dr. Tom Kimbrell, Commissioner; and Kim Wilson, Teacher of the Year

Absent: Joe Black and Mireya Reith

Reports

Chair's Report:

Mr. Cooper welcomed Teacher of the Year Kim Wilson to her first meeting of the State Board.

Mr. Cooper recognized Senator Linda Chesterfield and suggested her agenda item be moved up on the agenda.

Ms. Newton moved, seconded by Ms. Mahony, to move Senator Chesterfield's request to address the Board to the next item of business. The motion carried unanimously.

Request to Address the Board: Senator Linda Chesterfield

Senator Chesterfield expressed concern regarding the timing when closing charter schools. She urged the Board to be mindful of testing schedules and not make decisions that could negatively impact student performance on mandated tests. She also recommended giving ample notice so parents could make other arrangements.

Commissioner's Report

Commissioner Kimbrell reported Board Member Joe Black continued to show improvement from his recent illness.

The Commissioner announced the launch of the Department's new website. He said the website was greatly improved and more user friendly.

In an update on ESEA Flexibility, Dr. Kimbrell said meetings were held with Priority and Focus Schools to review expectations and next steps. He said the Exemplary Schools had been announced and explained schools were designated as Exemplary if they

demonstrated high performance; if they had large populations of at risk students with high performance; if they demonstrated high progress; or if they had populations of at risk students with high progress.

He recognized the following as Exemplary Schools:

High Performance Exemplary Schools

Pea Ridge Middle School in the Pea Ridge School District
Valley Springs Middle School in the Valley Springs School District
Academy of Technology and the Academy of Service and Technology in the Vilonia School District
Park Magnet School in the Hot Springs School District
Mount Pleasant Elementary School in the Melbourne School District
Arnold Drive Elementary School in the Pulaski County Special School District
Haas Hall Academy Charter School

High Performance High TAGG Exemplary Schools

Norfolk Elementary School in the Norfolk School District
Tuckerman Elementary School in the Jackson County School District
Tuckerman High School in the Jackson County School District
Kingston Elementary School in the Jasper School District
KIPP Delta College Prep High School
Marshall High School in the Searcy County School District

High Progress Exemplary Schools

Van Cove Elementary School in the Cossatot School District
Clinton Junior High School in the Clinton School District

High Progress High TAGG Exemplary Schools

Luxora Elementary School in the South Mississippi County School District
West Elementary School in the Osceola School District
Cotton Plant Elementary School in the Augusta School District

Board Members suggested the Exemplary Schools share best practices with lower performing schools.

Dr. Kimbrell recognized Dr. Benny Gooden, Superintendent of the Fort Smith School District, as the new president of the American Association of School Administrators.

Informational Update on Common Core State Standards and PARCC

Dr. Laura Bednar, Assistant Commissioner of Learning Services, said the School Improvement Unit would utilize new software to help Priority and Focus Schools develop improvement plans. The software would also allow staff to monitor implementation of the plans. She suggested she and her staff provide a demonstration of the new software and an overview of the school improvement process at the next State Board workshop.

Updating the State Board on Common Core progress, Dr. Bednar said the Department had been working with teachers to align courses with the Common Core State Standards. She said 22 courses had been reviewed and updated to the rigor of the Common Core. A list of those courses was provided.

Consent Agenda

Ms. Newton moved, seconded by Ms. Gullett, to pull the Deer Mount Judea loan and bond request from the Consent Agenda. The motion carried unanimously.

Dr. Kimbrell explained the district's enrollment had fallen below 350, and the superintendent had been notified he would not recommend the loan move forward.

Ms. Newton moved, seconded by Dr. Barth, to deny Deer Mount Judea's request. The motion carried unanimously.

Ms. Gullett moved, seconded by Dr. Barth, approval of the Consent Agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes of the July 9, 2012, Board Meeting
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- Newly Employed, Promotions and Separations
- Waivers for Teachers Teaching out of Area
- Status Report of the Arkansas Public Charter School Program
- Review of Loan and Bond Program—Commercial Bonds—Cotter School District-\$8,006,617; Gentry School District-\$14,650,000; and North Little Rock School District-\$232,722,457
- Review of QZAB Allocation Applications—Fort Smith School District-\$12,570,000 and Fayetteville School District-\$1,290,000

Action Agenda

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

Consideration of District Conversion Public Charter School Charter Amendment: Paragould School District – Oak Grove Elementary Health, Wellness and Environmental Science Charter School

The Paragould School District requested to amend the charter of the Oak Grove Elementary Health, Wellness & Environmental Science Charter School by increasing the enrollment cap to 487 students.

Board members asked how the conversion charter compared to other district schools.

District representatives said the charter's math scores were higher but literacy scores were equal to those of other district schools.

Ms. Saviers moved, seconded by Ms. Mahony, approval to increase the enrollment cap to 487. The motion carried unanimously.

Consideration of the Surrender of District Conversion Public Charter School: Lincoln Consolidated School District-Lincoln Academic Center of Excellence

Superintendent Clay Hendrix said low enrollment at the Lincoln Academic Center of Excellence made it difficult to teach the required 38 academic courses. He attributed the decline in enrollment to more interest in the New Tech model being implemented in the district's middle school and high school. The superintendent requested permission to surrender the charter effective August 13, 2012.

Ms. Gullett moved, seconded by Dr. Barth, approval. The motion carried unanimously.

Consideration of ABC Funding Requests

The Division of Childcare and Early Childhood Education (DCCECE) requested an increase to the professional service grants of Arkansas State University and the University of Arkansas in the total amount of \$442,489.88. The vendors billed this fiscal year for services rendered at the end of last fiscal year leaving a potential deficit in their current budgets. DCCECE also requested approval of a direct services grant to the Huntsville School District in the amount of \$72,900.00.

Board members expressed concern regarding the vendors' lack of attention to deadline for submitting invoices for services rendered.

Dr. Barth moved, seconded by Ms. Newton, approval of the direct services grant for the Huntsville School District in the amount of \$72,900. The motion carried unanimously.

Mr. Ledbetter moved, seconded by Ms. Newton, to table the request to increase the professional service grants of Arkansas State University and the University of Arkansas until more information could be provided. The motion carried unanimously.

Hearing on Waiver Request for Certified Teacher License – Timothy Irwin

PLSB Legal Counsel Katherine Donovan asked to delay this item until later in the meeting to allow the candidate an opportunity to be present.

Ms. Newton moved, seconded by Dr. Barth, to delay to later in the meeting. The motion carried unanimously.

Hearing on Waiver Request for Certified Educator License – Billy Wayne McDaniel

Ms. Donovan reported that Billy Wayne McDaniel holds an Arkansas teaching license valid until December 31, 2015. She said under Arkansas Code Annotated § 6-17-410(c), the State Board of Education shall revoke any exiting license not up for renewal of any person who has a true report in the Child Maltreatment Central Registry.

Ms. Donovan said Mr. McDaniel was notified by certified mail of the Department's recommendation that the State Board permanently revoke his license because he was reported as an offender in three true Arkansas Department of Human Services Child Maltreatment Central Registry reports. She said Mr. McDaniel had not responded to the Department's notice.

Mr. Ledbetter moved, seconded by Ms. Saviers, to revoke the teaching license of Billy Wayne McDaniel. The motion carried unanimously.

Approval of Public School Fund Budget FY 12

In presenting the FY12 Public School Fund Budget, Greg Rogers, Director of Agency Finance, said there were no major funding reductions and expenditures were within the budget approved August 8, 2011.

Board Members asked if budgeting was related to priorities. Ms. Saviers suggested priority be given to those most in need.

Mr. Ledbetter moved, seconded by Ms. Newton, approval. The motion carried unanimously.

Initial Approval of Public School Fund Budget FY13

Mr. Rogers presented the FY13 budget of \$2.7 billion. The state foundation aid funding, the largest line item in the budget, is projected to be \$1.89 billion.

Mr. Ledbetter moved, seconded by Ms. Newton, approval. The motion carried unanimously.

Consideration of New Praxis II Cut Scores in Driver's Education

State Board approval was requested for a new Praxis II Driver Education (0867) test. The test is designed for prospective teachers of driver education. Candidates will need to identify the fundamental concepts and principles of driver education through the recall of facts, including terminology, principles and applications and use the facts in the analysis and evaluation of specific situations. The two hour assessment contains 100 multiple-choice questions covering four content areas: Safe Motor Vehicle Operation and Procedures (25 questions); Motor Vehicle Laws and Regulations (10 questions);

Automobile Operation and Maintenance (25 questions); Instruction, Methodology, and Evaluation (20 questions); and Driver Responsibilities and Special Knowledge (20 questions).

Mr. Ledbetter moved, seconded by Ms. Gullett, approval of the Praxis II Driver Education test effective September 1, 2012. The motion carried unanimously.

Consideration of New Praxis II Cut Scores in School Superintendent Assessment (SSA)

State Board approval was requested for a new Praxis School Superintendent Assessment (6021). The three-hour assessment is divided into two parts. Part A contains 120 multiple-choice questions covering three content areas: Educational Leadership (approximately 48 questions); Instructional Leadership (approximately 24 questions); and Administrative Leadership (approximately 48 questions). Part B contains three constructed-response questions covering Integrated Knowledge and Understanding.

The Arkansas Department of Education (ADE) recommended dropping the current School Superintendent Assessment (1020) and adopting the new School Superintendent Assessment (6021) with a cut score of 160 effective January 1, 2013.

Ms. Gullett moved, seconded by Dr. Barth, approval of the new School Superintendent Assessment (6201) with a cut score of 160 effective January 1, 2013. The motion carried unanimously.

Consideration of New Praxis II Cut Scores in English to Speakers of Other Languages (ESOL)

State Board approval was requested for a new Praxis II test English to Speakers of Other Languages (0361) (ESOL). The two hour assessment contains 120 multiple-choice questions covering four content areas: Foundations of Linguistics and Language Learning (approximately 48 questions); Planning, Implementing, and Managing Instruction (approximately 36 questions); Assessment (approximately 18 questions); and Cultural and Professional Aspects of the Job (approximately 18 questions).

The ADE recommended adopting the Praxis English to Speakers of Other Languages (0361) test with a cut score of 142 effective January 1, 2013.

Dr. Barth moved, seconded by Ms. Mahony, approval of the new Praxis II English to Speakers of Other Languages test (0361) with a cut score of 142 effective January 1, 2013. The motion carried unanimously.

Consideration of Rescaled Praxis II Cut Scores in Latin

State Board approval was requested for the rescaled Praxis II test Latin (0601) with a

cut score of 161. The test items had not changed, so a standard setting study was not necessary.

The ADE recommended dropping the Latin (0600) with a cut score of 670 and adopting the Latin (0601) test with a cut score of 161 effective January 1, 2013.

Ms. Gullett moved, seconded by Ms. Mahony, approval of the new Praxis II test Latin (0601) with a cut score of 161 effective January 1, 2013. The motion carried unanimously.

Consideration of Rescaled Praxis II Cut Scores in Theatre

State Board approval was requested for the rescaled Praxis II Theatre test (0641) with a cut score of 154.

The ADE recommended dropping the Praxis Theatre test (0640) with a cut score of 580 and adopting the Praxis Theatre (0641) test with a cut score of 154 effective January 1, 2013.

Ms. Gullett moved, seconded by Ms. Newton, approval of the new Praxis Theatre test (0641) with a cut score of 154 effective January 1, 2013. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Public School Student Services

Acts 1172 and 1204 of 2011 amended Arkansas law related to public school student services programs. The current ADE rule was last revised in September 2009. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. Public comments were received and revisions to the rule were made based upon those public comments.

The State Board was requested to give final approval to the proposed rules.

Ms. Gullett moved, seconded by Ms. Mahony, final approval to the proposed rules. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing Technology Training Centers in Education Service Cooperatives

ADE Rules Governing Technology Training Centers in Education Service Cooperatives were last revised in October 1996. The rules should be revised to reflect existing statutory law and ADE requirements. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. Public comments were received and revisions to the rule were made based upon those public comments.

The State Board was requested to give final approval to the proposed rules.

Dr. Barth moved, seconded by Ms. Gullett, final approval of the proposed rules. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Teacher Excellence and Support System

Staff from the United States Department of Education (USDOE) recommended that the Arkansas State Board of Education (State Board) and the ADE consider revisions to the student growth measures contained within the existing Teacher Excellence and Support System rules. In accordance with USDOE recommendations, ADE staff revised Sections 5.00 and 14.00 of the Teacher Excellence and Support System rules. On June 11, 2012, the State Board approved the proposed rules for public comment. A public hearing was held July 11, 2012. Public comments were received and revisions to the rule were made based upon those public comments.

The State Board was requested to give final approval to the proposed rules.

Ms. Saviers moved, seconded by Ms. Gullett, final approval of the proposed rules. The motion carried unanimously.

Consideration for Final Approval: Arkansas Department of Education Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program

The current ADE Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program should be revised to remove references to fiscal distress for education service cooperatives. The rules should also be reformatted and updated to mirror existing statutory requirements. On June 11, 2012, the State Board of Education approved the proposed rules for public comment. A public hearing was held July 11, 2012. A public comment was received, but the rule was not revised based upon the public comment.

The State Board was requested to give final approval to the proposed rules.

Ms. Gullett moved, seconded by Dr. Barth, final approval to the proposed rules. The motion carried unanimously.

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

Ark. Code Ann. §§ 6-23-201 and 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. On June 11, 2012, the State Board approved for public comment proposed revisions to the application forms. A public hearing was held July 11, 2012. No written or oral comments were received regarding the proposed changes.

The State Board was requested to give final approval to the proposed applications.

Ms. Newton moved, seconded by Ms. Saviers, final approval of the proposed applications. The motion carried unanimously.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules and Regulations Governing Special Education Expenditure Requirements (A-18)

These rules became effective November 13, 1997. Since that time, ADE has substantially revamped its rules related to Special Education, but it appears these rules were never repealed.

Because these rules are outdated and superseded, the State Board was requested to approve for public comment the proposed repeal of these rules.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing the Common Core System (A-19)

These rules were approved by the State Board February 9, 1998. Since that time, they have been superseded by new statutes and by other ADE rules, in particular the Standards for Accreditation of Arkansas Public Schools and School Districts. Although these rules use the term "Common Core," they are not related to the Common Core State Standards.

Because these rules are outdated and no longer needed, the State Board was requested to approve for public comment the proposed repeal of these rules.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing the Development of a Uniform Budget and Accounting System (A-20)

These rules were approved by the State Board June 14, 2004. Since that time, they have been superseded by new statutes and by other ADE rules, including Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Audit Requirements.

Because these rules are outdated and no longer needed, the State Board was requested to approve for public comment the proposed repeal of these rules.

Consideration of Approval for Public Comment: Repeal of Arkansas Department of Education Rules Governing Waivers for Substitute Teachers (A-21)

The substantive provisions of these rules have been incorporated into the proposed new Rules Governing Educator Licensure.

The State Board was requested to approve for public comment the proposed repeal of these rules.

Ms. Gullett moved, seconded by Mr. Ledbetter, to approve for public comment agenda items A-18, A-19, A-20 and A-21. The motion carried unanimously.

Consideration of Approval for Second Public Comment Period: Proposed Arkansas Department of Education Rules Governing Educator Licensure

On June 11, 2012, the State Board released for public comment proposed new Rules Governing Educator Licensure. The ADE conducted a public hearing July 11, 2012. A total of 74 oral and written comments were received. In response to the comments, ADE proposed a significant number of revisions to the proposed rules.

The State Board was requested to approve for a second public comment period the proposed new Rules, as revised.

Ms. Newton moved, seconded by Ms. Mahony, to approve the proposed rule for a second public comment period. The motion carried unanimously.

NOTE: Timothy Irwin (Agenda Item A-4) did not appear prior to the adjournment of the meeting. Direction was given to provide him notice of the next meeting to hear his request for waiver.

Adjournment

The meeting adjourned at 11:39 a.m.

These minutes were recorded by Phyllis Stewart.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
AUGUST 31, 2012

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of August 2012.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

- A. As of July 31, 2012, State Foundation Funding payments paid for FY 11/12 totaled \$61,362,928 to LRSD, \$34,974,220 to NLRSD, and \$42,845,370 to PCSSD.
- B. As of July 31, 2012, the Magnet Operational Charge paid for FY 11/12 totaled \$14,363,041. The allotment for FY 11/12 was \$14,363,041.
- C. As of July 31, 2012, the M-to-M incentive checks paid for FY 11/12 totaled \$4,499,601 to LRSD, \$4,240,722 to NLRSD, and \$10,499,445 to PCSSD.
- D. ADE pays districts three equal installments each year for their transportation budgets. North Little Rock was overpaid \$271,487.69 over the last two payments. The current payment reflects what is due less the amount of the overpayment.
 - 1. In December 2011, General Finance made the last one-third payment to the Districts for their FY 10/11 transportation budget. As of December 31, 2011, transportation payments for FY 10/11 totaled \$3,977,759.00 to LRSD, \$1,456,077.37 to NLRSD, and \$2,320,249.40 to PCSSD.
 - 2. In December 2011, General Finance made the first one-third payment to the Districts for their FY 11/12 transportation budget. As of December 31, 2011, transportation payments for FY 11/12 totaled \$1,297,333.34 to LRSD, \$515,623.32 to NLRSD, and \$889,000.35 to PCSSD.
 - 3. In February 2012, General Finance made the second one-third payment to the Districts for their FY 11/12 transportation budget. As of February 29, 2012, transportation payments for FY 11/12 totaled \$2,594,666.67 to LRSD, \$689,693.05 to NLRSD, and \$1,778,000.70 to PCSSD.
- E. The sixteen (16) Magnet and M to M buses that were ordered are in the process of being delivered sometime next week. The paperwork for obtaining the warrant to pay for the buses is currently in the hopper. The total cost for the buses is \$1,092,637.00.
- F. In July 2012, Finance paid the Magnet Review Committee \$92,500. This was the total amount due for FY12/13.
- G. In July 2012, Finance paid the Office of Desegregation Monitoring \$200,000. This was the total amount due for FY 12/13.

II. *Monitoring Compensatory Education*

On July 12, 2012, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Little Rock and North Little Rock School Districts have gained unitary status. Pulaski County Special School District remains partially unitary. Mr. Jeremy Lasiter, ADE General Council for Legal Services, provided the Pulaski County School Desegregation Case Settlement Agreement (revised September 28, 1989) via handouts and slides. He presented the names of the staff that were committed to the obligations and asked for any additions or deletions of any other staff. He advised those staff members to have their documentation ready to be submitted to the Court. He stated that the Project Management Tool (PMT) is provided each month to the Court and the Executive Summary is provided each month to the State Board of Education. Mr. Morris will visit the schools that have been neglected to see if the upgrading process has begun and what progress has been made towards the completion. The ADE will continue to have Implementation Phase Meetings until the desegregation case is totally finished. Little Rock School District filed a complaint on the number of Charter Schools that have been allowed to open in the Pulaski County Special School District. The next Implementation Phase Working Group Meeting is scheduled for October 4, 2012 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*

In June 2011, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 88th Legislative Session, and any new ADE rules or regulations.

V. *Commitment to Principles*

On August 13, 2012, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of July.

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

On August 9 and 14, 2012, Susan Gray, Suzanne Knowles and Riverside did a webinar to provide training for Qualls Early Learning Inventory. The training was for District Test Coordinators for all school districts on administering the Qualls Early Learning Inventory to kindergarten students.

VII. *Test Validation*

On May 4, 2012, Jeremy Lasiter, ADE General Council for Legal Services, advised via email that he had been working with Dr. Gayle Potter and her team to come up with a description to be used in the PMT under the heading "Test Validation." Currently, the PMT references a report that was given back in 2001. The language is to be replaced with the following summary:

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

VII. Test Validation (Continued)

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On July 10-11, 2012, ADE staff provided Professional Development at Pulaski County Special School District Central Office Professional Development Center regarding ELLA-Early Literacy Learning in Arkansas Days 5-6. The expected outcomes were: 1) Develop students' meaning and context processing system by providing students with robust vocabulary instruction, developing content knowledge through various activities, and promoting early language development. 2) Teach students to recognize a bank of high-frequency words. 3) Teach students to construct meaning while reading. 4) Develop students' phonological processing system by teaching students to manipulate phonemes in single syllable words. 5) Plan literacy lessons that match the needs of students in the early development level based on the analysis of multiple assessments. The presenter was Pearce Peacock. The audience was teachers, instructional facilitators and administrators.

On July 12-13, 16-17, 2012, ADE made a site visit at Lawson Elementary School in the Pulaski County Special School District to provide technical assistance. The Building Principal requested ADE's assistance in setting up a book room that teachers can use to assist with literacy instruction. Lawson Elementary School has numerous materials and resources, but they were not organized in a user friendly manner. Therefore, ADE developed a plan to design a book room that will help the students of Lawson Elementary School to achieve. The presenters were Pearce Peacock and Kathy Mascuilli. The audience was the building principal.

On July 16-17, 2012, ADE staff provided Professional Development at the Metropolitan Career Technical Center in Little Rock regarding Data Modeling. The presenters were Karen Rivers and Julie Hunt. The audience was teachers, instructional facilitators and administrators.

VIII. In-Service Training (Continued)

On July 18-20, 2012, ADE staff provided Professional Development at Arkansas River Education Service Cooperative in Pine Bluff, AR regarding Literacy and Mathematics Design Collaboratives. In the three (3) day workshop, the participants developed the following: 1) A deeper understanding of the Common Core State Standards for Literacy and Math that also is specific to English Language Arts, Social Studies, Science, and Elective/Career and Technical Disciplines. 2) Explore templates for writing tasks. 3) Understand the difference between a Reading and Writing assignment that deepens student's ability to read complex materials and to prepare written statements on those materials. 4) Create a 2-4 week module that will be used with students that aligns to standards specific to a discipline area. The presenter was Deborah Coffman. The audience was teachers, instructional facilitators and administrators.

On July 24, 2012, ADE staff scheduled Professional Development at Pulaski County Special School District Central Office Professional Development Center regarding Early Literacy Learning in Arkansas – ELLA Update. However; no one registered ahead of time on the district's online registration system to attend this training, therefore the training was not provided.

On July 24, 2012, Dr. Karen Cushman, ADE Assistant Commissioner, HR/Licensure, did a presentation at Don R. Roberts Elementary in the Little Rock School District regarding "Arkansas Teacher Excellence Support System" for all Little Rock School District administrators.

On July 24, 2012, Mr. John Hoy, ADE Assistant Commissioner, Academic Accountability, did a presentation at Don R. Roberts Elementary in the Little Rock School District regarding "Flexibility and Accountability" for all Little Rock School District administrators regarding the approved ESEA waiver and what the accountability pieces mean for Little Rock Schools.

On July 23-26, 2012, ADE staff provided Professional Development at Parkview Arts/Science Magnet High School in the Little Rock School District regarding Teaching Fractions Effectively: The transition of teaching strategies for fractions according to the Arkansas Frameworks to Common Core for State Standards. The presenters were Karen Rivers, Michelle Jackson, Heather Jenkins, and Kasey Neal. The audience was teachers, instructional facilitators and administrators.

On August 3 and 10, 2012, ADE Staff provided Professional Development at McClellan High School in the Little Rock School District regarding Increasing Student Engagement and Understanding of Algebra with TI-Nspire. Algebra I and Geometry teachers will learn how to use the TI-Nspire calculation in their classroom instruction. The presenter was Wallace Brewer, STEM Center Math Specialist. The audience was teachers.

On August 14, 2012, ADE Staff provided Professional Development at McClellan High School in the Little Rock School District regarding Next Generation Science Standards. Teachers will receive professional development on the following: 1) A framework for k-12 Science Education: Practices, Crosscutting Concepts and Core Ideas. 2) Disciplinary Core Ideas. 3) The development of Next Generation Science Standards. 4) Science Benchmark and End of Course (EOC) assessments in Arkansas. 5) Common Core State Standards for Literacy in Science Subjects. 6) Technology resources available to Arkansas Educators and Schools. The presenters were Minnietta Ready, UCA; Madelon Cheatham, Arch Ford Educ. Service Cooperative; Michele Snyder and Catherine Mackey, AR Dept. of Education; and Keith Harris, UALR. The audience was 9th -12th Grade Science Teachers.

On August 14, 2012, ADE staff provided Professional Development at Parkview Arts/Science Magnet High School in the Little Rock School District regarding Common Core Activities for Algebra I & Geometry. Teachers will learn activities that can be used in Algebra I and Geometry classes to increase student engagement and problem solving application. The presenters were Karen Rivers and Dr. Brenda James. The audience was teachers, coaches and administrators.

VIII. *In-Service Training (Continued)*

On August 15, 2012, ADE staff provided Professional Development at Meadow Park Elementary School in the North Little Rock School District regarding Commitment to Excellence in STEM Grant. Teachers will receive professional development on science equipment and supplies received from the STEM Grant. The presenter was Keith Harris, UALR. The audience was teachers, coaches and administrators.

On August 15, 2012, ADE made a site visit at Meadow Park Elementary School in the North Little Rock School District regarding science materials & equipment inventory & support. Summary: Provided technical assistance on identifying science equipment type and purpose, and conducting inventory on said equipment. The presenter was Keith Harris, UALR. The audience was teachers.

On August 16, 2012, ADE staff provided Professional Development at Sylvan Hills High School in the Pulaski County Special School District regarding Mathematics Design Collaborative. Instructional facilitators, teachers, and administrators received professional development on the following: 1) 8 standards for Mathematical Practices. 2) Formative Assessment Lessons. 3) Deconstructing Formative Assessment Lessons. The presenter was Nancy Chudy, PCSSD Mathematics Instructional Facilitator. The audience was teachers, coaches and administrators.

On August 16, 2012, ADE made a site visit at Meadow Park Elementary School in the North Little Rock School District regarding science equipment technical assistance. Summary: Provided technical assistance on setting up freshwater aquarium for use with science lessons. The presenter was Keith Harris, UALR. The audience was teachers.

IX. *Recruitment of Minority Teachers*

On June 27, 2012, a listing of all Spring 2012 Minority Graduates from Arkansas Colleges/Universities was sent to the three (3) Pulaski County School Districts.

X. *Financial Assistance to Minority Teacher Candidates*

On April 12, 2012, Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 have been phased out and no awards were given. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program.

XI. *Minority Recruitment of ADE Staff*

The MRC met on July 9, 2012 at the ADE. The MRC plan calls for ADE to maintain a 25% minority (black) employment rate in each division of the department and in the department as a whole for employees rated at Grade 21 and above (not including Grade 99's). Due to the revision in the employee grade system by the Office of Personnel Management, Grades C121 to C130 were used for the purpose of this report. 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 June 30, 2012, two of the divisions, Central Administration and Accountability exceeded the 25% threshold. The ADE as a whole was 20% 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 August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the EL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

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 August 15, 2012, the ADE held a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Dr. C.W. Gardenhire, Sherman Whitfield, and Dr. Brenda Bowles. During the meeting the following items were discussed:

- PCSSD asserts that Plan 2000, which preceded current State ALE standards, allows a Hearing Officer to function as a referral authority to the PCSSD Learning Academy. Current ALE standards call for such referrals to be made by a committee made up of teachers and administrators.
- A great deal of discussion occurred regarding the role of the Hearing Officer placing students at the ALE.
- Ms. Powell suggested that the State issue a waiver to PCSSD until the District is declared Unitary. Ms. Powell, Mr. Morris, Ms. Fletcher, Mr. Whitfield and Dr. Bowles agreed that this should be explored. Ms. Powell also informed the representative from the State that they had promised to assist PCSSD with becoming Unitary.

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

- The State recognizes that PCSSD's obligations in Plan 2000 must take priority. The State will work with PCSSD toward approval of the PCSSD's ALE plans.

Monitoring

- Dr. Bowles shared that she had performed an audit of the Status of Implementation/Compliance with Section F. Discipline of Plan 2000 and discussed the process. Ms. Powell thought that was a good idea and to provide her a copy. She also suggested that Dr. Bowles audit all areas of Plan 2000.
- Judge Miller's findings included that we had not specifically addressed racial disparities in discipline and other Plan components. Dr. Mack Hines was contracted by the District to provide training to assist with addressing the District's racial disparities in Discipline. This training was provided at the Trainer of Trainers Workshop on July 25, 2012 to principals and their designees. All certified school staff will receive this training as part of their Local School Discipline, Discipline Management Plan (DMP), and Emergency Response training on August 15, 2012.
- Ms. Powell asked about the status of training of staff that were identified as being one standard deviation above the mean. The last session of the training was completed on August 13, 2012. Dr. Bowles provided a copy of the training agenda. The training was conducted by Dr. Mack Hines "Just Cause Disciplinary Moments With African-American Students". The majority of staff identified (33) attended the training. A make-up session will be scheduled for those who did not attend.
- We will continue to meet twice a month (every other Wednesday) throughout the 2012-2013 school year. A list of dates will be sent to Mr. Morris and Ms. Powell for confirmation through December. During our next meeting, we will discuss the status of District Scholarship(s), Gifted and Talented enrollment and ALE status.

The next meeting is tentatively scheduled for **Wednesday, August 29, 2012 at 2:30 p.m.** in the Equity and Pupil Services Conference Room.

NEWLY EMPLOYED FOR THE PERIOD OF July 14, 2012– August 17, 2012

***Nykela Jackson – Public School Program Advisor, Grade C122, Division of Learning Services, Curriculum and Instruction, effective 07/23/12.**

Katrina Craft – Administrative Analyst, Grade C115, Division of Research and Technology, Data Quality and Management, effective 07/09/12.

***Phylistia Stanley – Public School Program Advisor, Grade C122, Division of Academic Accountability, effective 07/09/12.**

John Calaway – Public School Program Manager, Grade C122, Division of Academic Accountability, Standards Assurance, effective 07/09/12.

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF July 14, 2012– August 17, 2012

June Haynie – from Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, to ADE OERZ Director, Grade C126, Division of Learning Services, Office Education Renewal Zone/Scholastic Audit, effective 07/30/12. Promotion

***Reshmi Jose – from Senior Software Support Analyst, Grade C123, Division of Research and Technology, Data Reporting and Systems, to Information Systems Coordinator, Grade C124, Division of Research and Technology, Data Reporting and Systems, effective 08/06/12. Promotion**

Anita Sacrey – from Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Financial Accountability and Reporting, to ADE Budget Manager, Grade C125, Division of Fiscal and Administrative Services, Financial Accountability and Reporting, effective 07/16/12. Promotion

SEPARATIONS FOR THE PERIOD OF July 14, 2012– August 17, 2012

Seth Blomeley – ADE Director of Communications, Grade N904, Central Administration, effective 07/20/12. 1 Year, 4 months, 22 days. 01

Melissa Cullen – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 08/03/12. 1 Year, 3 months, 2 days. 01

Patricia Froom – Public School Program Advisor, Grade C122, Division of Human Resources, Educator Effectiveness and Licensure, effective 07/20/12. 4 Years, 0 months, 19 days. 01

Jacob Hilton – ADE APSCN Field Analyst, Grade C121, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), effective 8/15/12. 4 Years, 2 months, 0 days. 01

Ashley Johnson – Administrative Specialist III, Grade C112, Division of Research and Technology, Data Quality and Management, effective 8/10/12. 1 Year, 10 months, 27 days. 01

***Bernice Martin-Russell – Public School Program Manager, Grade C126, Division of Learning Services, Federal Programs, effective 08/17/12. 7 Years, 11 months, 17 days. 01**

Bridget Wilkins – Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, effective 08/17/12. 0 Years, 5 months, 0 days. 01

***Minority**

AASIS Codes:

01- Voluntary

Additional Licensure Waiver Requests
 2012 - 2013 School Year
 September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
AR River ESC		3	Livingston, Tumiga	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Spadoni, Cynthia	Elem 1-6, MS Social Studies	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Stone, Jennifer	Elem K-6	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
6092 Ark. School For The Deaf		4		MS English, MS Math, Elementary 1-6, Special Ed Hearing Specialist :- 12			10-11 11-12 12-13	
			Brown, Casey		230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Carter, Kathy	ECE P-4, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Cox, Sharon	English 7-12	295	Library Media Science P-8	10-11 11-12 12-13	Granted
4701 Armored School District		1	Cox, Sharon	English 7-12	296	Library Media Science 7-12	10-11 11-12 12-13	Granted
			Tidwell, Gayla	ECE P-4	107	Grade 5/6 Endorsement (P-4)	10-11 11-12 12-13	Granted
7301 Bald Knob School District		6	Grayson, Amy	Middle Childhood Education	410	Career Academy Endorsement 7-12	12-13	Granted
			Patterson, William Craig	Life/Earth Science	169	Physical /Earth Science 7-12	10-11 11-12 12-13	Granted
			Patterson, William Craig	Life/Earth Science	169	Physical /Earth Science 7-12	10-11 11-12 12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Bald Knob Continued		Roberts, Brandi	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
			Ward, Blake	PE/Health	166	English/ Language/ Arts 7-12	12-13	Granted
			Watkins, Stephanie	ECE P-4	299	Guidance & Counseling P-8	11-12 12-13	Granted
5401	Barton-Lexa School District	1	Sexton, Steven	PE/Wellness/Leisure, Coaching	167	Social Studies 7-12	10-11 11-12 12-13	Granted
3201	Batesville School District	1	King, Kolby	PE/Wellness/Leisure P-12	167	Social Studies 7-12	12-13	Granted
6301	Bauxite School District	2	Brown, Micah	English 7-12	295	Library Media Science P-8	12-13	Granted
			Brown, Micah	English 7-12	296	Library Media Science 7-12	12-13	Granted
1601	Bay School District	1	Robinson, Hunter	Middle Childhood Education	410	Career Academy Endorsement 7-12	12-13	Granted
0801	Berryville School District	4	Allen, Larissa	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Allen, Larissa	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
			Cox, Loree	ECE P-4, Middle Childhood Education	299	Guidance & Counseling P-8	12-13	Granted
			Cox, Loree	ECE P-4, Middle Childhood Education	300	Guidance & Counseling 7-12	12-13	Granted
3001	Bismarck School District	4	Coleman, Ellen	Bldg. Adm, MS Math/Social Studies/Elem 1-5	239	Curriculum/Prog/Adm/Curriculum P-12	12-13	Granted
			Mayo, Phyllis	ECE P-4, ESL	299	Guidance & Counseling P-8	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP	Granted/ Denied
					Code	Out of Area		
	Bismarck Continued		Mayo, Phyllis	ECE P-4, ESL Middle Childhood Education,	300	Guidance & Counseling 7-12	12-13	Granted
			Smith, Angela Gail	PE/Wellness/Leisure 7-12, Coaching	235	Physical Education, Wellness & Leisure P-8	12-13	Granted
2901	Blevins School District	2	Goff, Dara	ECE P-4, Reading P-12, Middle Childhood Education	200	Mathematics 7-12	12-13	Granted
			Steed, Jeffrey	Health/PE, Coaching	302	Building Level Administrator 5-12	10-11 11-12 12-13	Granted
4702	Blytheville School District	1	Serell, Marc	Bldg Level Adm 5-12	312	Building Administrator P-8	12-13	Granted
			Akers, Lynne	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Corbitt, Tammy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
4801	Brinkley School District	1	Howard, April	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Baker, Ethan	Health/PE P-12	002	English/Language/Social Studies 4-8	12-13	Denied
1603	Brookland School District	2	Collins, Erica	ECE P-4, Elementary K-6	305	Gifted & Talented P-8	12-13	Granted
			Collins, Erica	ECE P-4, Elementary K-6	306	Gifted & Talented 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
1201	Concord School District	2	Sandlin, Jill	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			West, Stephanie	ECE P-4, Middle Childhood Education, Elementary K-6, Reading P-12	299	Guidance & Counseling P-8	12-13	Denied
2403	County Line School District	2	Kerns, Janelle	ECE P-5, 5th/6th Endorsement	299	Guidance & Counseling P-8	12-13	Granted
			Teague, Linda	Secondary Principal, English/Language Arts, Library Media P-12	312	Building Administrator P-8	12-13	Granted
1901	Cross County School District	3	Burton, Leanna	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Denied
			Lowery, Bethany	Mathematics 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Mettler, Melissa	Elementary Principal, Elementary 1-6	300	Guidance & Counseling 7-12	11-12 12-13	Granted
0201	Crossett School District	6	Chaney, Katherine	Life/Earth Science	169	Physical /Earth Science 7-12	12-13	Granted
			Barnett, Courtney	Middle Childhood Education	299	Guidance & Counseling P-8	12-13	Granted
0201	Crossett School District	6	Barnett, Courtney	Middle Childhood Education	300	Guidance & Counseling 7-12	12-13	Granted
			Mansur, Leslie	ECE P-4, Language Arts 7-12, Drama/Speech	295	Library Media Science P-8	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Crosset Continued		Mansur, Leslie	ECE P-4, Language Arts 7-12, Drama/Speech	296	Library Media Science 7-12	12-13	Granted
			Marter, Melissa	Elem 1-6, MS Social Studies	305	Gifted & Talented P-8	12-13	Granted
			Marter, Melissa	Elem 1-6, MS Social Studies	306	Gifted & Talented 7-12	12-13	Granted
5901	Delta Family	1	Daley, Vickie	Elementary 1-6, MS Math	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Duncan, Christy	Middle Childhood Education, Guidance and Counseling P-12	305	Gifted & Talented P-8	12-13	Granted
			Duncan, Christy	Middle Childhood Education, Guidance and Counseling P-12	306	Gifted & Talented 7-12	12-13	Granted
0101	DeWitt School District	3	Davenport, Jean	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied
			Hearn, Jennifer	ECE P-4	002	English/Language/Social Studies 4-8	12-13	Denied
3102	Dierks School District	2	McEuen, Deane	Physical Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Fannin, Jarrod	PE/Wellness/Leisure P-12	168	Science/Mathematics 4-8	12-13	Granted
			Fannin, Jarrod	PE/Wellness/Leisure P-12	002	English/Language/Social Studies 4-8	12-13	Granted
5802	Dover School District	1	Collins, Ella	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP	Granted/ Denied	
					Code	Out of Area			
5301	East End School District	5	Blackburn, April	ECE P-4		305	Gifted & Talented P-8	11-12 12-13	Granted
			Blackburn, April	ECE P-4		306	Gifted & Talented 7-12	11-12 12-13	Granted
			Branch, Jessica	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Ragan, Brenda	ECE P-4		230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			Yeatman, Julianna	PE/Wellness/Leisure P-12, Gifted Education P-12		299	Guidance & Counseling P-8	11-12 12-13	Granted
3002	First Step, Inc.	1	Anderson, Melissa	ECE P-4		231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Farber, Tonya	MS Social Studies, Elementary 1-6, PE P-8		230	Sp Education Instructional Specialist 4-12	12-13	Granted
0203	Hamburg School District	1	Pettiette, Michael	ECE P-4, Library Media P-12		107	Grade 5/6 Endorsement (P-4)	11-12 12-13	Granted
0503	Harrison School District	4	Campbell, Jeannie	Spanish 7-12; English 7-12; French 7-12		307	English As A Second Language P-8	11-12 12-13	Granted
			Campbell, Jeannie	Spanish 7-12; English 7-12; French 7-12		308	English As A Second Language 7-12	11-12 12-13	Granted
			Creamer-Black, Christin	Counseling 7-12		299	Guidance & Counseling P-8	12-13	Granted
			Stone, Seth	Middle Childhood Education		236	Physical Education, Wellness & Leisure 7-12	12-13	Denied

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
3306	Izard Co. Cons. School Dist.	3	Pate, Jennifer	ECE P-4, Special Ed P-4	230	Sp Education Instructional Specialist 4-12	20-11 11-12 12-13	Granted
			Treat, Charles	Middle Childhood Education	170	Life/Earth Science 7-12	12-13	Granted
			Wheat, Kensey	ECE P-4, Middle Childhood Education	299	Guidance & Counseling P-8	12-13	Granted
3405	Jackson Co. School District	1	Holland, Angelia	Business Ed, Business Tech, CO	300	Guidance & Counseling 7-12	12-13	Granted
			Gould, Jacob	English 7-12	108	Journalism 7-12	12-13	Granted
3604	Lamar School District	3	Lee, Jacob	PE/Wellness/Leisure P-12, Coaching	168	Science/Mathematics 4-8	12-13	Granted
			Meador, William	English 7-12/Principalship/Admin	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Dooly, Jessica	Instrumental Music P-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
6605	Lavaca School District	7	Headley, Dasha	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Headley, Dasha	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
			Mainer, Darla	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Thompson, Meagan	Business Tech 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Today, Shannon	Elementary 1-6, Middle Childhood Education, ESL P-12	295	Library Media Science P-8	12-13	Granted
			Today, Shannon	Elementary 1-6, Middle Childhood Education, ESL P-12	296	Library Media Science 7-12	12-13	Granted
			Today, Shannon	Elementary 1-6, Middle Childhood Education, ESL P-12	296	Library Media Science 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
0506	Lead Hill School District	1	Register, Terry	Elementary 1-6	001	Early Childhood Education P-4	12-13	Granted
7205	Lincoln School District	11	Bailess, Courtney	ECE P-4	107	Grade 5/6 Endorsement (P-4)	11-12	Denied
			Cantrell, Kari	English	167	Social Studies 7-12	12-13	Granted
			Dunn, DeAnna	ECE P-4, MS English/Social Studies, PE/Wellness/Leisure P-12, Special Ed Instructional Specialist, History	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Dunn, DeAnna	ECE P-4, MS English/Social Studies, PE/Wellness/Leisure P-12, Special Ed Instructional Specialist, History	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Gass, Elizabeth	FACS 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Geruian, Melissa	FACS 7-12	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			Hammons, Garrett	PE/Health 7-12	167	Social Studies 7-12	12-13	Granted
			Little, Nathan	Mathematics 7-12	170	Life/Earth Science 7-12	12-13	Granted
			Vowell, Alison	English	108	Journalism 7-12	11-12 12-13	Denied
			Wilson, Jennifer	ECE P-4, Middle Childhood Education	295	Library Media Science P-8	11-12 12-13	Granted
			Wilson, Jennifer	ECE P-4, Middle Childhood Education	296	Library Media Science 7-12	11-12 12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
2501	Mammoth Spring School District	2	Brown, Kristy	Elementary 1-6	305	Gifted & Talented P-8	11-12	Granted
				Elementary 1-6	306	Gifted & Talented 7-12	12-13	Granted
1804	Marion School District	1	Singleton, Felisa	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
2105	McGehee School District	3	Canada, Tawana	ECE P-4, Elementary K-6	230	Sp Education Instructional Specialist 4-12	11-12	Granted
				Speech, Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
				Secondary English	167	Social Studies 7-12	12-13	Granted
Methodist Family Health		3	Binkley, Elizabeth Hudson	FACS 7-12	230	Sp Education Instructional Specialist 4-12	10-11	Granted
				ECE P-4	231	Sp Ed Ech Inst Specialist P-4	11-12	Granted
				Social Studies 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
MiChild Enrichment Center - Friendship Community Care		1	Rose, Shannon	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
				ECE P-4	305	Gifted & Talented P-8	12-13	Granted
3211	Midland School District	2	Bell, Megan	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted
				ECE P-4	306	Gifted & Talented 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP		Yrs ALP	Granted/ Denied
					Code	Out of Area		
6901	Mountain View School District	4	Hinesley, Jamela	Elementary K-6	215	Family & Consumer Sciences 7-12	11-12 12-13	Granted
			Lowery, Nancy	Business Ed 7-12, Computer Tech 7-12, General Science, Life/Earth Science, Physical/Earth Science, Career Prep, Marketing	299	Guidance & Counseling P-8	12-13	Granted
			Lowery, Nancy	Business Ed 7-12, Computer Tech 7-12, General Science, Life/Earth Science, Physical/Earth Science, Career Prep, Marketing	300	Guidance & Counseling 7-12	12-13	Granted
			McElroy, Mandi	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
3105	Nashville School District	1	Bell, Erin	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
5008	Nevada School District	3	Davis, Kimberly	Special Ed Examiner :- 12	320	Curr/Program Adm/Sped P-12	12-13	Granted
			King, Cheri	English/Language Arts 7-12	108	Journalism 7-12	12-13	Granted
7006	Norphlet School District	2	Lamb, Breana	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Slater, Stacy	ECE P-4	305	Gifted & Talented P-8	12-13	Granted
			Slater, Stacy	ECE P-4	306	Gifted & Talented 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs	
							ALP	Granted/ Denied
0504	Omaha School District	3	Hicks, Martha	Adm. P-12, Elem 1-6, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted
			King, Crystal	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			White, Lori	ECE P-4	299	Guidance & Counseling P-8	12-13	Granted
4713	Osceola School District	5	Collard, Billie	ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted
			Collard, Billie	ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted
			Graham, Keena	ECE P-4	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Graham, Keena	ECE P-4	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			McGruder, Jessie	PE	167	Social Studies 7-12	12-13	Granted
5706	Ouachita River School District	6	Carmack, Patricia	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Craver, Amanda	ECE P-4	295	Library Media Science P-8	12-13	Granted
			Craver, Amanda	ECE P-4	296	Library Media Science 7-12	12-13	Granted
			Manning, Stephanie	ECE P-4	166	English/ Language/ Arts 7-12	12-13	Granted
			Newbolt, Jill	Middle Childhood Education; ESL P-12	305	Gifted & Talented P-8	11-12 12-13	Granted
			Newbolt, Jill	Middle Childhood Education; ESL P-12	306	Gifted & Talented 7-12	11-12 12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
3005	Ouachita School District	1	Ivy, Rebecca	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Harris, Jordan	Vocal/Instrumental Music P-12, ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Pope, Kathleen	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
2808	Paragould School District	3	Allen, Michael	Bldg. Adm., MS Social Studies, Elementary 1-6	302	Building Level Administrator 5-12	12-13	Granted
			Carpenter, Nicole	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Smith, Lisa	Elementary 1-6, MS Social Studies,	200	Mathematics 7-12	12-13	Denied
5006	Pinnacle Pointe	2	Houston, LaDale	Special Education Instructional Specialist 4-12	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Weikel, Elizabeth	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Applegate, Shelly	Social Studies	230	Sp Education Instructional Specialist 4-12	12-13	Granted
5006	Prescott School District	5	Fox, Kayla	Middle Childhood Education, Algebra Endorsement	200	Mathematics 7-12	12-13	Granted
			Magga, Daniel	PE/Wellness/Leisure 7-12, Coaching	200	Mathematics 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
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LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
	Prescott Continued		Rucker, Traci	PE	305	Gifted & Talented P-8	10-11 11-12 12-13	Granted
			Rucker, Traci	PE	306	Gifted & Talented 7-12	10-11 11-12 12-13	Granted
1203	Quitman School District	3	Eichelberger, Michelle	English/Language Arts 7-12	295	Library Media Science P-8	10-11 11-12 12-13	Denied
			Eichelberger, Michelle	English/Language Arts 7-12	296	Library Media Science 7-12	10-11 11-12 12-13	Denied
			Eichelberger, Michelle	English/Language Arts 7-12	114	Speech Endorsement 7-12	12-13	Granted
7307	Riverview School District	1	Meeks, Elizabeth	Social Studies 7-12	004	Spanish 7-12	12-13	Granted
5805	Russellville School District	10	Brown, Elisa	ECE P-4, Elementary K-6	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
			Bynum, Alene	Secondary Principal	311	District Administrator P-12	10-11 11-12 12-13	Granted
			George, Andrea	English 7-12	300	Guidance & Counseling 7-12	11-12 12-13	Granted
			Grant, Gregory	Dist Adm., Sec. Principal, Health, PE, Life/Earth Science	229	Adult Education PS	12-13	Granted
			Larson, Jaclyn	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Denied
	Livermore, Jaci		ECE P-4	295	Library Media Science P-8	11-12 12-13	Granted	
	Livermore, Jaci		ECE P-4	296	Library Media Science 7-12	11-12 12-13	Granted	

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
7008	Russellville Continued	6	Mizaur, William	Social Studies 7-12	229	Adult Education PS	12-13	Granted
			Solis, Janet	Bldg Adm, Spanish, ESL P-12	229	Adult Education PS	12-13	Granted
			Young, Kathryn	ECE P-4	107	Grade 5/6 Endorsement (P-4)	12-13	Granted
7008	Smackover School District	6	Corley, Tonya	Spanish 7-12; English 7-12; ESL P-12	295	Library Media Science P-8	11-12 12-13	Granted
			Corley, Tonya	Spanish 7-12; English 7-12; ESL P-12	296	Library Media Science 7-12	11-12 12-13	Granted
			Jameson, Leslie	ECE P-4	107	Grade 5/6 Endorsement (P-4)	10-11 11-12 12-13	Denied
			Starnes, Rebekah	ECE P-4	107	Grade 5/6 Endorsement (P-4)	10-11 11-12 12-13	Denied
3209	Southside School District	1	Wesson, Joshua	PE/Wellness/Leisure P-12, Coaching	167	Social Studies 7-12	12-13	Granted
			Zachry, Jeffery	PE, Health, Coaching, General Science	169	Physical /Earth Science 7-12	10-11 11-12 12-13	Granted
			Moran, Allison	Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Denied
5605	Trumann School District	1	McIntosh, Jessica	ECE P-4, 5th/6th Endorsement	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
			Thompson, Rachel Angelico	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted
5605	Trumann School District	1	Ziegler, Ashley	English 7-12	108	Journalism 7-12	12-13	Granted

Additional Licensure Waiver Requests
2012 - 2013 School Year
September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied
Vista Health		6	Bailey, Tessa	English/Language Arts 7-12	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Harris, Deanne	Social Studies 7-12, Middle Childhood Education	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Hatton, Jason	PE/Coaching	231	Sp Ed Ech Inst Specialist P-4	11-12 12-13	Granted
			Lloyd, Kasey	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
			Smith, Tracy	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13	Granted
			Villines, Kayla	ECE P-4	230	Sp Education Instructional Specialist 4-12	12-13	Granted
6401 Waldron School District		3	Black, Jessica	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Denied
			Brown, Jessica	ECE P-4	230	Sp Education Instructional Specialist 4-12	11-12 12-13	Granted
			McCorkle, Christopher	Social Studies	169	Physical /Earth Science 7-12	12-13	Denied
7509 Western Yell Co. School Dist.		3	Lawrence, Lisa	Middle Childhood Education	299	Guidance & Counseling P-8	11-12 12-13	Granted
			Lott, Cheyenne	Media Specialist	305	Gifted & Talented P-8	12-13	Granted
			Lott, Cheyenne	Media Specialist	306	Gifted & Talented 7-12	12-13	Granted

Additional Licensure Waiver Requests
 2012 - 2013 School Year
 September 2012 State Board Meeting

LEA	District	# Waivers Requested	Teacher	License Areas	ALP Code	Out of Area	Yrs ALP	Granted/ Denied	
3510	White Hall School District	1	Moore, Elizabeth	Special Education Specialist 4-12	231	Sp Ed Ech Inst Specialist P-4	09-10 10-11 12-13*	Granted	
	Yell County Special Services	1	Keys, Kellie	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	10-11 11-12 12-13	Granted	
4502	Yellville-Summit School Dist.	3	Brewer, Jennifer	Middle Childhood Education	231	Sp Ed Ech Inst Specialist P-4	12-13	Denied	
			Davenport, Hope	Middle Childhood Education	200	Mathematics 7-12	11-12 12-13	Denied	
			Duffy, Kary	PE K-12, Coaching, MS Math, Mathematics 7-12, Guidance Elementary, Applied Math I & II	300	Guidance & Counseling 7-12	11-12 12-13	Denied	
	Youth Home, Inc.	1	Stone-Smith, Veronica	ECE P-4	230	Sp Education Instructional Specialist 4-12	10-11 11-12 12-13	Granted	
Total # Districts Requesting Waivers		188	Total # Waivers Requested this Month						
				Total # Waivers Granted					167
				Total # Waivers Denied					21
				Total # Waivers this Month					188



MEMO

DATE: August 22, 2012
TO: Commissioner of Education, State Board of Education Members
FROM: Public Charter Schools Office
SUBJECT: Initial Year Charter School Enrollment and Financial Report

Please see the attached report on two initial year public charter schools, Pine Bluff Lighthouse Charter School and SIATech Little Rock, regarding student enrollment and financial status as required by Arkansas Code Annotated § 6-23-406 that was approved in 2011.

PINE BLUFF LIGHTHOUSE CHARTER
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 12

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1002	WFF GRANT	.00	.00	9,999.99	.00	9,999.99	.00
1200	TEACHER SALARY	.00	.00	396,783.32	.00	396,783.32	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	71,766.70	.00	71,766.70	.00
TOTAL TEACHER SALARY FUND		.00	.00	478,550.01	.00	478,550.01	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	CHARTER FOUNDATION	.00	978,186.00	220,000.00	1,149,579.70	.00	48,606.30
2002	WFF GRANT	84,208.31	.00	.00	9,999.99	74,208.32	.00
2200	OPERATING	.00	13,531.73	1,119,807.99	396,783.32	736,556.40	.00
2223	PROFESSIONAL DEVELOP	.00	8,476.00	.00	.00	8,472.36	3.64
2240	SPED SUPERVISOR	.00	694.00	.00	.00	.00	694.00
2246	PATHWISE	.00	1,800.00	.00	.00	1,000.00	800.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	146,740.00	.00	71,766.70	57,828.91	17,144.39
TOTAL OPERATING FUND		84,208.31	1,149,427.73	1,339,807.99	1,628,129.71	878,065.99	67,248.33
3000	BUILDING FUND	51,729.67	.00	29,771.71	.00	81,501.38	.00
TOTAL BUILDING FUND		51,729.67	.00	29,771.71	.00	81,501.38	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	TITLE I	.00	99,712.76	.00	.00	99,712.76	.00
6535	IMPLEMENTATION	53,645.00	390,000.00	.00	.00	325,014.96	118,630.04
6702	TITLE VI-B	.00	39,843.00	.00	.00	39,842.88	.12
6752	ARMAC	.00	3,244.64	.00	.00	3,244.64	.00
6756	TITLE II-A	.00	1,821.00	.00	.00	1,821.00	.00
TOTAL FEDERAL GRANTS FUND		53,645.00	534,621.40	.00	.00	469,636.24	118,630.16
7000	ACTIVITY FUND	.00	.00	.00	.00	.00	.00
7001	UNIFORM	.00	7,832.20	.00	.00	7,825.20	7.00
7002	FIELDTRIPS	.00	197.00	.00	.00	169.00	28.00
TOTAL ACTIVITY FUND		.00	8,029.20	.00	.00	7,994.20	35.00
8200	FOOD SERVICE	.00	86,979.18	.00	.00	86,979.18	.00
TOTAL FOOD SERVICE FUND		.00	86,979.18	.00	.00	86,979.18	.00
TOTAL		189,582.98	1,779,057.51	1,848,129.71	1,628,129.71	2,002,727.00	185,913.49

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
16110	SCHOOL LUNCH PROGRAM	6,720.00	.00	.00	6,719.06	.94	99.99
17205	FIELDTRIPS	.00	.00	.00	.00	.00	.00
17210	UNIFORM SALES	7,366.00	.00	.00	7,365.30	.70	99.99
17400	STUDENT FEES	664.00	.00	.00	663.90	.10	99.98
19510	OTHER LEA WITHIN STATE	.00	.00	.00	.00	.00	.00
19800	REFUNDS OF PRIOR YR EXPEN	13,468.00	.00	.00	13,467.05	.95	99.99
19900	MISC REV FR LOCAL SOURCES	65.00	.00	.00	64.68	.32	99.51
31700	CHARTER SCHOOL FUNDING	978,186.00	.00	.00	978,186.00	.00	100.00
32250	PATHWISE MENTORING GRANT	1,800.00	.00	.00	1,800.00	.00	100.00
32256	PROFESSIONAL DEV. ACT 59	8,476.00	.00	.00	8,476.00	.00	100.00
32310	HAND CHILD-SUPV/EXTEND YR	694.00	.00	.00	694.00	.00	100.00
32381	NSLA ACT 59	146,740.00	.00	.00	146,740.00	.00	100.00
45110	TITLE I-A	102,261.00	.00	.00	99,712.76	2,548.24	97.51
45145	PUBLIC CHARTER SCHOOLS	390,000.00	.00	.00	390,000.00	.00	100.00
45510	LUNCH REIMBURSEMENT	58,183.00	.00	.00	58,182.59	.41	100.00
45520	BREAKFAST REIMBURSEMENT	21,759.00	.00	.00	21,758.48	.52	100.00
45540	SPECIAL MILK	320.00	.00	.00	319.05	.95	99.70
45613	IDEA VIB PASS THROUGH	39,843.00	.00	.00	39,843.00	.00	100.00
45913	ARMAC MEDICAID ADM CLAIM	3,245.00	.00	.00	3,244.64	.36	99.99
45925	IMPROVING TEACH QUALITY	1,821.00	.00	.00	1,821.00	.00	100.00
51200	REVOLVING LOANS	220,000.00	.00	.00	220,000.00	.00	100.00
51400	CURRENT LOANS	.00	.00	.00	.00	.00	.00
52200	TRANS FROM OPERATING FUND	652,194.71	141,621.99	.00	649,943.71	2,251.00	99.65
52201	TRANSFER FROM 2001	978,186.00	978,186.00	.00	978,186.00	.00	100.00
TOTAL REPORT		3,631,991.71	1,119,807.99	.00	3,627,187.22	4,804.49	99.87

ACCOUNTING PERIOD: 13/12

SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

SELECTION CRITERIA: expledgr.account<'62999' AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERT SALARY	523,673.00	.00	.00	519,785.85	3,887.15	99.26
61120	CLS SALARY	143,367.00	.00	.00	143,242.56	124.44	99.91
61710	CERT SUBSTITUTES	11,270.00	.00	.00	11,267.50	2.50	99.98
62110	CERT GROUP INS	3,390.00	.00	.00	3,478.39	-88.39	102.61
62120	CLS GROUP INS	564.00	.00	.00	535.75	28.25	94.99
62210	CERT SOC SEC	32,279.00	.00	.00	32,327.83	-48.83	100.15
62220	CLS SOC SEC	9,031.00	.00	.00	9,187.39	-156.39	101.73
62260	CERT MEDICARE	7,756.00	.00	.00	7,615.41	140.59	98.19
62270	CLS MEDICARE	2,105.00	.00	.00	2,148.71	-43.71	102.08
62310	CERT TCH RET-CONT	73,409.00	.00	.00	73,617.74	-208.74	100.28
62320	CLS TCH RET - CONT	20,409.00	.00	.00	20,784.06	-375.06	101.84
62610	CERT WKR'S COMP	2,975.00	.00	.00	2,975.00	.00	100.00
62710	CERT HEALTH BENEFITS	32,120.00	.00	.00	32,305.41	-185.41	100.58
62720	CLS HEALTH BENEFITS	10,976.00	.00	.00	11,059.90	-83.90	100.76
62910	OTHER BENEFITS-CERTIFIED	4,744.00	.00	.00	4,538.01	205.99	95.66
62920	OTHER BENEFITS-CLASSIFIED	1,693.00	.00	.00	1,687.38	5.62	99.67
TOTAL REPORT		879,761.00	.00	.00	876,556.89	3,204.11	99.64

SELECTION CRITERIA: expledgr.account>'62999' AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63110	STAFF RECRUITMENT	370.00	.00	.00	369.70	.30	99.92
63120	MANAGEMENT SERVICES	130,000.00	.00	.00	130,000.00	.00	100.00
63210	FIELD TRIPS	5,775.00	.00	.00	3,119.37	2,655.63	54.02
63230	CONSULTING EDUCATIONAL	14,360.00	-800.00	.00	15,359.14	-999.14	106.96
63240	STUDENT ASSESSMENTS	4,670.00	.00	.00	4,670.00	.00	100.00
63310	CRT PROF DEVELOPMENT	18,682.02	.00	.00	18,677.46	4.56	99.98
63320	CLS PROF DEVELOPMENT	1,710.00	.00	.00	1,702.34	7.66	99.55
63420	FACILITIES MANAGEMENT	15,000.00	.00	.00	13,892.00	1,108.00	92.61
63431	AUDIT SERVICES	.00	.00	.00	.00	.00	.00
63438	ACCOUNTING SERVICES	82,790.00	.00	.00	74,227.58	8,562.42	89.66
63445	LEGAL SERVICES	1,000.00	.00	.00	.00	1,000.00	.00
63450	THERAPY SERVICES	12,199.64	.00	.00	12,200.04	-.40	100.00
63510	OFFICE MANAGER	1,504.00	.00	.00	1,503.78	.22	99.99
64110	UTILITY - WATER	2,000.00	.00	.00	1,624.65	375.35	81.23
64210	WASTE DISPOSAL	4,620.00	.00	.00	4,279.46	340.54	92.63
64230	CUSTODIAL SERVICE	46,395.00	.00	.00	42,593.67	3,801.33	91.81
64240	LANDSCAPING	3,000.00	.00	.00	1,250.00	1,750.00	41.67
64310	REPAIRS & MAINTENANCE	25,540.00	.00	.00	23,288.48	2,251.52	91.18
64320	COMPUTER SUPPORT	2,770.00	.00	.00	2,756.46	13.54	99.51
64410	LAND & BUILDING LEASE	120,000.00	.00	.00	109,600.00	10,400.00	91.33
64420	BUS LEASE	8,890.00	.00	.00	8,884.45	5.55	99.94
64430	COPIER LEASE	7,215.00	.00	.00	7,204.89	10.11	99.86
64500	CONSTRUCTION SERVICES	81,501.38	.00	.00	81,501.38	.00	100.00
65190	SCHOLAR TRANSPORTATION	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	8,340.00	.00	.00	7,377.58	962.42	88.46
65220	LIABILITY INSURANCE	2,133.00	.00	.00	2,132.89	.11	99.99
65240	FLEET INSURANCE	2,473.00	.00	.00	1,047.36	1,425.64	42.35
65250	ACCIDENT INS FOR STUDENTS	1,205.00	.00	.00	1,204.50	.50	99.96
65310	TELEPHONE	7,500.00	.00	.00	5,619.39	1,880.61	74.93
65320	POSTAGE	2,500.00	.00	.00	1,985.62	514.38	79.42
65400	ADVERTISING	19,935.00	.00	.00	19,924.81	10.19	99.95
65500	PAPER & PRINTING	7,000.00	.00	.00	6,555.59	444.41	93.65
65700	FOOD SVS MANAGEMENT	80,756.65	.00	.00	80,756.64	.01	100.00
65870	TRAVEL	20,000.00	.00	.00	19,312.50	687.50	96.56
65910	SVS PURCHASED LOCALLY	.00	.00	.00	.00	.00	.00
66100	FURNITURE & FIXTURES	134,733.00	.00	.00	134,081.79	651.21	99.52
66111	CLASSROOM SUPPLIES	38,894.98	.00	.00	24,547.49	14,347.49	63.11
66112	SPEL SUPPLIES	.00	.00	.00	.00	.00	.00
66121	NURSE SUPPLIES	1,000.00	.00	.00	794.63	205.37	79.46
66124	OFFICE SUPPLIES	7,007.00	.00	.00	7,005.13	1.87	99.97
66126	BUILDING SUPPLIES	2,500.00	.00	.00	2,847.85	-347.85	113.91
66133	HOMELESS	.00	.00	.00	.00	.00	.00
66170	STUDENT ACITIVITIES	.00	.00	.00	.00	.00	.00
66171	UNIFORMS	13,613.00	.00	.00	13,603.27	9.73	99.93
66172	FIELDTRIP	197.00	.00	.00	169.00	28.00	85.79
66210	UTILITY - GAS	4,000.00	.00	.00	3,339.90	660.10	83.50
66220	UTILITY - ELECTRICITY	26,000.00	.00	.00	22,347.07	3,652.93	85.95
66260	GASOLINE/DIESEL	3,000.00	.00	.00	1,318.91	1,681.09	43.96
66410	TEXTBOOKS	24,790.00	.00	.00	24,787.76	2.24	99.99
66500	TECHN SUPPLIES	115,819.00	.00	.00	115,817.05	1.95	100.00
66510	SOFTWARE	30,295.00	.00	.00	30,285.86	9.14	99.97
67330	FURNITURE & FIXTURES	5,030.00	.00	.00	5,022.19	7.81	99.84

SELECTION CRITERIA: expledgr.account>'62999' AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
67340	TECH HARDWARE	14,240.00	.00	.00	14,238.82	1.18	99.99
67350	EQUIP TECH SOFTWARE	.00	.00	.00	.00	.00	.00
68100	DUES AND FEES	6,200.00	.00	.00	6,339.13	-139.13	102.24
68300	INTEREST	13,870.00	.00	.00	13,866.16	3.84	99.97
68900	MISC EXPENDITURES	2,500.00	.00	.00	1,136.37	1,363.63	45.45
69100	REDEMPTION OF PRINCIPAL	5,278.48	.00	.00	.00	5,278.48	.00
69310	TO SALARY FUND	480,801.00	.00	.00	478,550.01	2,250.99	99.53
69320	TO OPERATING FUND	141,622.00	141,621.99	.00	141,621.99	.01	100.00
69321	TRANSFER TO 2200	978,186.00	978,186.00	.00	978,186.00	.00	100.00
69330	TO BUILDING FUND	29,771.71	.00	.00	29,771.71	.00	100.00
69340	TO DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
69380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL REPORT		2,821,182.86	1,119,007.99	.00	2,754,299.82	66,883.04	97.63

Annual Financial Report and Budget - Level I
06-30-2012

Run Date: 08/21/2012
LEA: 35-41-000
District:

PAGE #: 1

County: JEFFERSON

	Actual FY 11-12	Budget FY 11-12
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FUND 1 - Teacher Salary		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$478,550.01	\$480,801.00
Total Transfers	\$478,550.01	\$480,801.00
Ending Balance	\$0.00	\$0.00
FUND 2 - Operating		
Beginning Balance	\$84,208.31	\$84,208.31
Total Revenues	\$1,369,427.73	\$1,369,429.00
Total Expenditures	\$878,065.99	\$941,019.13
Total Transfers	- \$508,321.72	- \$510,572.71
Ending Balance	\$67,248.33	\$2,045.47
FUND 3 - Building		
Beginning Balance	\$51,729.67	\$51,729.67
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$81,501.38	\$81,501.38
Total Transfers	\$29,771.71	\$29,771.71
Ending Balance	\$0.00	\$0.00
FUND 4 - Debt Service		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00
FUND 5 - Capital Outlay		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
Ending Balance	\$0.00	\$0.00
FUND 6 - Federal Grants		
Beginning Balance	\$53,645.00	\$53,645.00
Total Revenues	\$534,621.40	\$537,170.00
Total Expenditures	\$469,636.24	\$472,229.64
Total Transfers	\$0.00	\$0.00
Ending Balance	\$118,630.16	\$118,585.36
FUND 7 - Activity		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$8,029.20	\$8,030.00
Total Expenditures	\$7,994.20	\$8,030.00
Total Transfers	\$0.00	\$0.00
Ending Balance	\$35.00	\$0.00

	Actual FY -12	Budget FY -12

FUND 8 - Food Service		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$86,979.18	\$86,982.00
Total Expenditures	\$86,979.18	\$86,982.00
Total Transfers	\$0.00	\$0.00

Ending Balance	\$0.00	\$0.00
FUND 9 - Fixed Asset		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00

Ending Balance	\$0.00	\$0.00

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE
2011-2012**

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Pine Bluff Lighthouse Charter School

Grade Levels FY 2011-2012: K-4
Enrollment Cap FY 2011-2012: 218
Overall Enrollment Cap: 650

	Student Enrollment Count:
March 22, 2012	154
April 27, 2012	151
May 25, 2012	151

SIATECH LITTLE ROCK
 DETAILED STATEMENT OF CHANGES IN FUND BALANCES
 FOR PERIODS 1 THROUGH 13 OF 12

SELECTION CRITERIA: ALL

FUND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
0001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
TOTAL NO FUND GROUP TITLE		.00	.00	.00	.00	.00	.00
1000	TEACHER SALARY FUND	.00	.00	.00	.00	.00	.00
1200	TEACHER SALARY	.00	.00	261,108.45	.00	261,108.45	.00
1223	PROFESSIONAL DEVELOP	.00	.00	.00	.00	.00	.00
1275	ALT LEARNING	.00	.00	.00	.00	.00	.00
1276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
1281	NSLA	.00	.00	.00	.00	.00	.00
TOTAL TEACHER SALARY FUND		.00	.00	261,108.45	.00	261,108.45	.00
2000	OPERATING FUND	.00	.00	.00	.00	.00	.00
2001	OTHER OPERATING FUND	.00	948,572.00	.00	948,572.00	.00	.00
2002	WALTON FAMILY GRANT	.00	250,000.00	.00	.00	.00	250,000.00
2200	OPERATING FUND	.00	.00	948,572.00	261,108.45	549,674.56	137,788.99
2223	PROFESSIONAL DEVELOP	.00	6,357.00	.00	.00	505.14	5,851.86
2240	SPED SUPV	.00	706.00	.00	.00	.00	706.00
2275	ALT LEARNING	.00	.00	.00	.00	.00	.00
2276	ENGLISH LANGUAGE LEA	.00	.00	.00	.00	.00	.00
2281	NSLA	.00	.00	.00	.00	.00	.00
TOTAL OPERATING FUND		.00	1,205,635.00	948,572.00	1,209,680.45	550,179.70	394,346.85
3000	BUILDING FUND	.00	.00	.00	.00	.00	.00
TOTAL BUILDING FUND		.00	.00	.00	.00	.00	.00
4000	DEBT SERVICE FUND	.00	.00	.00	.00	.00	.00
TOTAL DEBT SERVICE FUND		.00	.00	.00	.00	.00	.00
6501	CHAPTER I	.00	.00	.00	.00	.00	.00
6511	ARRA ESEA	.00	.00	.00	.00	.00	.00
6516	ARRA TITLE 1	.00	.00	.00	.00	.00	.00
6519	ARRA-ED JOBS	.00	.00	.00	.00	.00	.00
6520	CHAPTER II	.00	.00	.00	.00	.00	.00
6535	PCSP GRANT	210,000.00	200,000.00	.00	.00	336,178.55	73,821.45
6700	VI-B	.00	.00	.00	.00	.00	.00
6702	TITLE VI-B(IDEA)	.00	.00	.00	.00	.00	.00
6721	ARRA IDEA VI-B	.00	.00	.00	.00	.00	.00
6750	MEDICAID	.00	.00	.00	.00	.00	.00
6752	ARMAC	.00	.00	.00	.00	.00	.00
6756	TEACHER QUALITY	.00	.00	.00	.00	.00	.00
6802	ARRA MODERNIZATION	.00	.00	.00	.00	.00	.00
TOTAL FEDERAL GRANTS FUND		210,000.00	200,000.00	.00	.00	336,178.55	73,821.45
7001	STUDENT ACTIVITY	.00	.00	.00	.00	.00	.00
TOTAL ACTIVITY FUND		.00	.00	.00	.00	.00	.00
8200	FOOD SERVICE	.00	.00	.00	.00	.00	.00
TOTAL FOOD SERVICE FUND		.00	.00	.00	.00	.00	.00
TOTAL		210,000.00	1,405,635.00	1,209,680.45	1,209,680.45	1,147,466.70	468,168.30

SELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

ACCOUNT	TITLE	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
19200	PRIVATE CONTRIBUTIONS	250,000.00	.00	.00	250,000.00	.00	100.00
19900	MISC REV FR LOCAL SOURCES	.00	.00	.00	.00	.00	.00
31700	CHARTER FOUNDATION	948,572.00	.00	.00	948,572.00	.00	100.00
32256	PROFESSIONAL DEVELOPMENT	6,357.00	.00	.00	6,357.00	.00	100.00
32310	HAND CHILD-SUPV/EXTEND YR	706.00	.00	.00	706.00	.00	100.00
45145	PCSP GRANT	200,000.00	.00	.00	200,000.00	.00	100.00
52200	TRANSFER FROM OPERATING	261,110.00	.00	.00	261,108.45	1.55	100.00
52201	TRANSFER FROM 2001	.00	948,572.00	.00	948,572.00	-948,572.00	.00
TOTAL REPORT		1,666,745.00	948,572.00	.00	2,615,315.45	-948,570.45	156.91

SELECTION CRITERIA: expledgr.account<'62999' AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
61110	CERT SALARY	261,117.00	.00	.00	261,108.45	8.55	100.00
61120	CLS SALARY	75,470.00	.00	.00	75,452.00	18.00	99.98
62110	CERT GROUP INS	.00	.00	.00	.00	.00	.00
62120	CLS GROUP INS	.00	.00	.00	.00	.00	.00
62210	CERT SOC SEC	16,176.00	.00	.00	16,352.12	-176.12	101.09
62220	CLS SOC SEC	4,786.00	.00	.00	4,476.39	309.61	93.53
62260	CERT MEDICARE	4,200.00	.00	.00	3,824.29	375.71	91.05
62270	CLS MEDICARE	1,119.00	.00	.00	1,046.99	72.01	93.56
62310	CERT TCH RET-CONT	36,568.00	.00	.00	36,857.22	-289.22	100.79
62320	CLS TCH RET - CONT	10,117.00	.00	.00	10,261.56	-144.56	101.43
62510	CERT UNEMPLOY COMP	8,412.00	.00	.00	7,493.08	918.92	89.08
62520	CLS UNEMPLOY COMP	1,368.00	.00	.00	.00	1,368.00	.00
62610	CERT WKR'S COMP	2,161.00	.00	.00	1,898.00	263.00	87.83
62620	CLS WKR'S COMP	772.00	.00	.00	.00	772.00	.00
62710	CERT HEALTH BENEFITS	11,980.00	.00	.00	11,938.92	41.08	99.66
62720	CLS HEALTH BENEFITS	8,370.00	.00	.00	8,363.20	6.80	99.92
TOTAL REPORT		442,616.00	.00	.00	439,072.22	3,543.78	99.20

SELECTION CRITERIA: expledgr.account>'62999' AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

ACCOUNT	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
63110	CENTRAL ADMINISTRATION	28,780.00	.00	.00	28,774.00	6.00	99.98
63130	BOARD OF DIRECTOR SERVICE	.00	.00	.00	.00	.00	.00
63210	SUBSTITUTES	7,750.00	.00	.00	7,746.75	3.25	99.96
63230	CURRICULUM DEVELOPMENT	86,030.00	.00	.00	74,301.74	11,728.26	86.37
63240	STUDENT ASSESSMENT	2,460.00	.00	.00	2,460.00	.00	100.00
63310	PROFESSIONAL DEVELOPMENT	7,877.00	.00	.00	2,027.67	5,849.33	25.74
63431	AUDIT SERVICES	.00	.00	.00	.00	.00	.00
63438	ACCOUNTING SERVICES	29,000.00	.00	.00	28,772.00	228.00	99.21
63445	LEGAL SERVICES	850.00	.00	.00	850.00	.00	100.00
63460	IT SERVICES	.00	.00	.00	.00	.00	.00
63510	PS TECH DP/CODING	2,820.00	.00	.00	2,816.00	4.00	99.86
64310	REPAIR & MAINTENANCE	2,000.00	.00	.00	2,000.72	- .72	100.04
64320	TECH REPAIR & MAINTENANCE	45,360.00	.00	.00	45,362.78	-2.78	100.01
64410	BUILDING RENTAL	.00	.00	.00	.00	.00	.00
64430	COPIER MACHINE	4,370.00	.00	.00	4,368.32	1.68	99.96
64500	PPS CONSTRUCTION SERVICES	59,800.00	.00	.00	.00	59,800.00	.00
64501	BUILDING RENOVATION COSTS	.00	.00	.00	.00	.00	.00
64900	MISC PROPERTY SERVICES	.00	.00	.00	.00	.00	.00
65190	STUDENT TRANSPORTATION	.00	.00	.00	.00	.00	.00
65210	PROPERTY INSURANCE	.00	.00	.00	.00	.00	.00
65220	LIABILITY INSURANCE	7,010.00	.00	.00	7,004.02	5.98	99.91
65250	ACCIDENT INSUR (STUDENTS)	720.00	.00	.00	715.20	4.80	99.33
65310	TELECOMMUNICATIONS	4,670.00	.00	.00	4,667.94	2.06	99.96
65320	POSTAGE	.00	.00	.00	.00	.00	.00
65330	INTERNET	10,182.00	.00	.00	10,204.18	-22.18	100.22
65400	ADVERTISING	930.00	.00	.00	928.81	1.19	99.87
65401	MARKETING	25,000.00	.00	.00	.00	25,000.00	.00
65700	FOOD SERVICE MGMT	.00	.00	.00	.00	.00	.00
65870	TRAVEL	2,960.00	.00	.00	3,001.56	-41.56	101.40
66100	SUPPLIES & MATERIALS	102,590.00	.00	.00	74,182.01	28,407.99	72.31
66101	WFF	35,673.00	.00	.00	.00	35,673.00	.00
66107	LOW VALUE EQUIPMENT	.00	.00	.00	.00	.00	.00
66420	LIBRARY BOOKS	2,200.00	.00	.00	63.92	2,136.08	2.91
66430	PERIODICALS	.00	.00	.00	.00	.00	.00
66500	TECH SUPPLIES	52,860.00	.00	.00	21,485.66	31,374.34	40.65
66501	EQUIPMENT	129,527.00	.00	.00	.00	129,527.00	.00
66510	SOFTWARE	263,680.00	.00	.00	263,679.00	1.00	100.00
66527	LOW VALUE TECH EQUIPMENT	.00	.00	.00	.00	.00	.00
67330	FURNITURE & FIXTURES	3,180.00	.00	.00	3,180.38	- .38	100.01
67340	TECHNOLOGY HARDWARE	123,120.00	.00	.00	117,951.71	5,168.29	95.80
68100	DUES & FEES	2,080.00	.00	.00	1,850.11	229.89	88.95
69310	TRANSFER TO SALARY FUND	261,110.00	.00	.00	261,108.45	1.55	100.00
69321	TRANSFER TO 2200	.00	948,572.00	.00	948,572.00	-948,572.00	.00
TOTAL REPORT		1,304,589.00	948,572.00	.00	1,918,074.93	-613,485.93	147.03

Annual Financial Report and Budget - Level I
06-30-2012

Run Date: 08/21/2012

PAGE #: 1

LEA: 60-52-000

District:

County: PULASKI

	Actual FY 11-12	Budget FY 11-12
	-----	-----
FUND 1 - Teacher Salary		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$261,108.45	\$261,110.00
Total Transfers	\$261,108.45	\$261,110.00
	-----	-----
Ending Balance	\$0.00	\$0.00
FUND 2 - Operating		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$1,205,635.00	\$1,205,635.00
Total Expenditures	\$550,179.70	\$814,408.00
Total Transfers	\$261,108.45	\$261,110.00
	-----	-----
Ending Balance	\$394,346.85	\$130,117.00
FUND 3 - Building		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$0.00	\$0.00
FUND 4 - Debt Service		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$0.00	\$0.00
FUND 5 - Capital Outlay		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$0.00	\$0.00
FUND 6 - Federal Grants		
Beginning Balance	\$210,000.00	\$210,000.00
Total Revenues	\$200,000.00	\$200,000.00
Total Expenditures	\$336,178.55	\$410,000.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$73,821.45	\$0.00
FUND 7 - Activity		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00
	-----	-----
Ending Balance	\$0.00	\$0.00

	Actual FY -12	Budget FY -12

FUND 8 - Food Service		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00

Ending Balance	\$0.00	\$0.00
FUND 9 - Fixed Asset		
Beginning Balance	\$0.00	\$0.00
Total Revenues	\$0.00	\$0.00
Total Expenditures	\$0.00	\$0.00
Total Transfers	\$0.00	\$0.00

Ending Balance	\$0.00	\$0.00

**ARKANSAS DEPARTMENT OF EDUCATION
CHARTER SCHOOL OFFICE
2011-2012**

INITIAL YEAR OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

SIATech Little Rock

Grade Levels FY 2011-2012: 9-12
Enrollment Cap FY 2011-2012: 275

	Student Enrollment Count:
March 22, 2012	153
April 27, 2012	157
May 25, 2012	150



ARKANSAS
DEPARTMENT
OF EDUCATION

MEMO

DATE: August 24, 2012
TO: Commissioner of Education, State Board of Education Members
FROM: Public Charter Schools Office
SUBJECT: Renewed Public Charter Schools Annual Review

Please see the attached annual review on three renewed public charter schools, Academics Plus Charter School, Arkansas Virtual Academy, and Benton County School of the Arts as required by the State Board of Education.

**2012 RENEWED PUBLIC CHARTER SCHOOLS
ANNUAL REVIEW
SEPTEMBER 10, 2012**

	ACADEMICS PLUS CHARTER SCHOOL	ARKANSAS VIRTUAL ACADEMY	BENTON COUNTY SCHOOL OF THE ARTS
	Grades Served: K-12	Grades Served: K-8	Grades Served: K-12
	Enrollment Cap: 650	Enrollment Cap: 500	Enrollment Cap: 825
	Current Enrollment: 650	Current Enrollment: 500	Current Enrollment: 786
	DEMOGRAPHICS %	DEMOGRAPHIC %	DEMOGRAPHICS %
Caucasian	74.30%	85%	80.2
African American	18.46%	7%	3.8
Hispanic	4.92%	6%	10.4
Asian	1.84%	1%	2.5
Native American	0.15%	<1%	2.3
Pacific Islander	0.30%	0	>1.0
Other		0	>1.0
Percentage Free/Reduced	40.9	58%	32.5

The Spring 2012 testing data has not been finalized due to the appeals process, and therefore the schools' data and their performance as compared to demographically-comparable schools is not available at this time.

The schools' new performance goals began July 1, 2012 and with the 2012-2013 school year beginning only recently, the schools' progress toward meeting their new performance goals is also unavailable.



Home School Report

2011-2012

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Introduction

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

Questions or requests for assistance should be directed to:

Lisa Crook
Home School Office
Four Capitol Mall – Room 304-B
Little Rock, AR 72201
(501) 682-1874

Email: Lisa.crook@arkansas.gov

<http://arkansased.org/>

<http://arkansased.org/about/schools/home.html>

Data Sources

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

School districts are required to submit a copy of each form to the Arkansas Department of Education (ADE) for statistical and testing purposes. This report comprises data submitted by the 239 school districts in Arkansas. The accuracy, completeness and timeliness of the data are reliant upon the parents/guardians' compliance with legislation and the school districts' submissions of the information to the ADE.

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

ARKANSAS CODE ANNOTATED
§ 6-15-501 through § 6-15-508
Current through the Regular Session
of the 86th General Assembly
(2007)
Home School Law

6-15-501. Definition.

As used in this subchapter "home school" means a school provided by a parent or legal guardian for his or her own children.

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

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

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

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

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

6-15-503. Prerequisites to home schooling.

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

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

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

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

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

(3) The notice must include:

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

(B) The location of the home school;

(C) The basic core curriculum to be offered;

(D) The proposed schedule of instruction; and

(E) The qualifications of the parent-teacher.

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

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

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

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

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

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

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

(C) The student has been expelled.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6-15-505. [Repealed.]

Repealed.

6-15-506. [Repealed.]

Repealed.

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

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

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

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

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

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

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

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

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

History. Acts 2001, No. 1787, § 1.

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING HOME SCHOOLS**

August 2007

1.00 REGULATORY AUTHORITY

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

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-15-501 et seq., 25-15-201 et seq., and Act 824 of 2007.

2.00 PURPOSE

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

3.00 DEFINITIONS

For the purpose of these rules and regulations:

3.01 A "home school" is a school provided by a parent or legal guardian for his or her own child.

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

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

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

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

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

4.00 GENERAL

- 4.01 Under Arkansas law children between the ages of five (5) and seventeen (17) on or before September 15 of that year, in accordance with Ark. Code Ann. § 6-18-201 (Supp. 1997), as amended by Act 570 of 1999 must attend school.
- 4.02 A parent/guardian who intends to home school a child in accordance with Ark. Code Ann. § 6-18-201 [as amended] must enroll the child in a home school at the beginning of each school year but no later than August 15 for the fall semester, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing. The superintendent or local school board may waive the fourteen (14) day waiting period.
- 4.03 No public school student shall be eligible for enrollment in a home school if the student is currently under disciplinary action for violation of any written school policy including, but not limited to, excessive unexcused absences. Exceptions to this requirement are outlined in Section 4.04.
- 4.04 Public school students who are under disciplinary action by the local school district shall be eligible for enrollment in a home school if:
- 4.04.1 The superintendent or local school board chooses to allow the child to enroll in a home school;
 - 4.04.2 The disciplinary action against the student has been completed or at the end of a school semester, whichever occurs first; or
 - 4.04.3 The student has been expelled.
- 4.05 Parent/guardian may elect for a child, who will not be kindergarten age in accordance with Ark. Code Ann. § 6-18-201, [as amended], not to attend kindergarten by filing a Kindergarten Waiver form with the local school district office.
- 4.06 Home school students who enroll in a public, private or parochial school during the time they are home schooling cannot re-enter home schooling until new Notice of Intent and Waiver forms are completed and returned to the local school district.
- 4.07 Home school students who are in the required grade levels for which the state mandates norm-referenced testing and who are no more than two (2) years beyond the normal age for the required grade levels must take a standardized norm-referenced test as identified by the Arkansas Department of Education, and the results will be used for reporting purposes only.

- 4.08 Any student who refuses to participate in the required testing program shall be subject to the applicable Arkansas laws regarding truancy. This Section shall not be applicable to any parent that can present written acknowledgement that their child has been enrolled in a public, private or parochial school within thirty (30) days of the administration of the state-mandated tests.
- 4.09 Books, curricula or materials are not required to be furnished by the Arkansas Department of Education, local school district or education service cooperative. It is the responsibility of the parent/guardian to purchase all books, curricula or materials that they use in home schooling.

5.00 NOTICE OF INTENT

- 5.01 Parents or Guardians who plan to home school must file written notice by completing and returning the printed current year Notice of Intent and Waiver forms to the public school superintendent's office of their local school district by August 15 for the beginning of each school year, or by December 15 for the spring semester, or, subject to the provisions of Sections 4.03 and 4.04, fourteen (14) calendar days prior to withdrawing the child from the local school district during the school year. Parents or guardians must sign a waiver acknowledging that the State of Arkansas is not liable for the education of their child(ren) during the time that parent chooses to home school. The Notice of Intent and Waiver forms are valid for the entire school year if filed at the beginning of the school year or for the remainder of the school year if filed during the school year. There are no exceptions to these filing requirements except as outlined in 5.02.
- 5.02 Parents or guardians moving into a school district during the school year must file the current year printed Notice of Intent and Waiver forms with their local public school superintendent's office within thirty (30) calendar days of establishing residency within the district.
- 5.03 The required Notice of Intent and Waiver forms must be the printed current year forms obtained from your local superintendent's office and must include the following information for reporting and test administration purposes only:
- 5.03.1 The name, date of birth and grade level of each child and the name and address of the public, private, home school or parochial school last attended, if any, for each student.
 - 5.03.2 The location of the home school (mailing address).
 - 5.03.3 A brief description of the basic core curriculum to be used and the subjects to be taught.
 - 5.03.4 Schedule of instruction to be followed (hours per day; days per week; number of weeks).

- 5.03.5 The education qualifications of the parent/guardian/teacher(s).
- 5.03.6 Parents or guardians shall deliver written notice in person to the superintendent of their local school district the first time such notice is given.

6.00 TESTING REQUIRED – ACHIEVEMENT TESTS

- 6.01 Test administration of home school students shall be under the direction of the education service cooperatives and the Pulaski County school districts. Achievement testing will be held during the testing window identified by the Arkansas Department of Education.
- 6.02 The education service cooperatives and Pulaski County school districts will ensure that all test materials are secure before testing, between and following test administration and provide the Arkansas Department of Education, for approval by the Director, with a common set of procedures for test administration of home school students in the required grade levels. These common set of procedures must include security measures to ensure that appropriate testing conditions and protocol have been followed as specified in the test administration materials.
- 6.03 Each student enrolled in home school who is considered to be in the required grades or no more than two (2) years beyond the age appropriate grade will be tested by using the State identified norm-referenced achievement test.
- 6.04 Parents/guardians or groups of home school parents/guardians requesting alternate testing procedures, protocols, locations and/or timeframe must be submitted in writing three (3) weeks prior to the testing window to the education service cooperatives or the Pulaski County school districts and testing must remain within the State identified testing dates. If approved, alternate testing procedure costs, other than the testing materials, shall be the responsibility of the parent/guardian.
- 6.05 Alternate testing procedures and protocol will be arranged by the education service cooperatives and Pulaski County school districts.
- 6.06 Requests from parent/guardian whose child(ren) cannot test on Saturdays due to religious reasons will be accommodated. Parent/guardians must indicate in the appropriate section at the time they file their Notice of Intent that their child(ren) cannot test on Saturdays due to religious reasons.

7.00 TEST RESULTS

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

8.00 TRANSFER OF STUDENTS

- 8.01 Students transferring from a home school to a school which is accredited by the Arkansas Department of Education shall be evaluated by the staff of the accredited school to determine proper placement. As part of the ongoing assessment process, a State identified norm-referenced achievement test shall be one of the instruments utilized.
- 8.02 Home Schools are not accredited by the Arkansas Department of Education. There are no grades, credits, transcripts or diploma provided by the Arkansas Department of Education, education service cooperative or by the local school district for students enrolled in home school.
- 8.03 Any home school student who re-enters a local school district must attend classes for at least nine (9) months immediately prior to graduation before the student can become eligible to receive a high school diploma from the local school district.

9.00 STUDENTS WITH DISABILITIES

- 9.01 By way of these regulations, it shall be the policy of the State Board of Education that school districts provide a genuine opportunity (see 34 C.F.R. Sec. 76.651(a)) to students who are home-schooled with disabilities, as defined in state regulations, to access special education and related services from the district where they reside. This policy is not to be construed as conferring the procedural protections and rights under Part B of the Individuals with Disabilities Education Act (IDEA) to such students and their parent/guardians.
- 9.02 Each student with disabilities in the required grades who participates in the norm-referenced testing program shall, upon notification in the application for testing, be eligible for any or all modifications allowed by the test procedures. The use of such modifications will be approved by the educational services cooperative director or his designee.

10.00 DRIVER'S PERMIT/LICENSE

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

**Students Withdrawn from Home School
2011-2012**

17,515 **Students Enrolled in Home School**

- 1,110 ***Students Withdrawn**

16,405 **Final Enrollment for 2011-2012**

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

Arkansas Home School Student Count by County
School Year 2011-2012

State Total: 16,405

<i>County</i>	<i>Number of Students</i>	<i>County</i>	<i>Number of Students</i>
ARKANSAS	96	LITTLE RIVER	61
ASHLEY	75	LOGAN	91
BAXTER	294	LONOKE	477
BENTON	1,781	MADISON	189
BOONE	306	MARION	124
BRADLEY	39	MILLER	118
CALHOUN	13	MISSISSIPPI	142
CARROLL	203	MONROE	38
CHICOT	28	MONTGOMERY	69
CLARK	87	NEVADA	43
CLAY	83	NEWTON	78
CLEBURNE	213	OUACHITA	66
CLEVELAND	44	PERRY	84
COLUMBIA	90	PHILLIPS	31
CONWAY	95	PIKE	71
CRAIGHEAD	542	POINSETT	108
CRAWFORD	418	POLK	227
CRITTENDEN	113	POPE	301
CROSS	73	PRAIRIE	40
DALLAS	14	PULASKI	1,956
DESHA	26	RANDOLPH	99
DREW	69	SALINE	480
FAULKNER	872	SCOTT	52
FRANKLIN	117	SEARCY	139
FULTON	69	SEBASTIAN	575
GARLAND	510	SEVIER	56
GRANT	178	SHARP	128
GREENE	227	ST FRANCIS	99
HEMPSTEAD	73	STONE	153
HOT SPRING	193	UNION	112
HOWARD	46	VAN BUREN	141
INDEPENDENCE	193	WASHINGTON	1,216
IZARD	77	WHITE	670
JACKSON	48	WOODRUFF	48
JEFFERSON	269	YELL	90
JOHNSON	209		
LAFAYETTE	28		
LAWRENCE	114		
LEE	31		
LINCOLN	77		

Arkansas Home School Student Count by District

School Year 2011-2012

State Total: 16,405

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
ALMA SCHOOL DISTRICT	80	COTTER SCHOOL DISTRICT	41
ALPENA SCHOOL DISTRICT	23	COUNTY LINE SCHOOL DISTRICT	32
ARKADELPHIA SCHOOL DISTRICT	77	CROSS COUNTY SCHOOL DISTRICT	28
ARMOREL SCHOOL DISTRICT	16	CROSSETT SCHOOL DISTRICT	48
ASHDOWN SCHOOL DISTRICT	35	CUTTER-MORNING STAR SCH. DIST.	33
ATKINS SCHOOL DISTRICT	40	DANVILLE SCHOOL DISTRICT	8
AUGUSTA SCHOOL DISTRICT	15	DARDANELLE SCHOOL DISTRICT	44
BALD KNOB SCHOOL DISTRICT	56	DECATUR SCHOOL DISTRICT	17
BARTON-LEXA SCHOOL DISTRICT	7	DEER/MT. JUDEA SCHOOL DISTRICT	13
BATESVILLE SCHOOL DISTRICT	67	DEQUEEN SCHOOL DISTRICT	42
BAUXITE SCHOOL DISTRICT	39	DERMOTT SCHOOL DISTRICT	9
BAY SCHOOL DISTRICT	12	DES ARC SCHOOL DISTRICT	20
BEEBE SCHOOL DISTRICT	143	DEWITT SCHOOL DISTRICT	53
BENTON SCHOOL DISTRICT	107	DIERKS SCHOOL DISTRICT	12
BENTONVILLE SCHOOL DISTRICT	713	DOLLARWAY SCHOOL DISTRICT	20
BERGMAN SCHOOL DISTRICT	44	DOVER SCHOOL DISTRICT	56
BERRYVILLE SCHOOL DISTRICT	96	DREW CENTRAL SCHOOL DISTRICT	42
BISMARCK SCHOOL DISTRICT	47	DUMAS SCHOOL DISTRICT	9
BLEVINS SCHOOL DISTRICT	9	EARLE SCHOOL DISTRICT	2
BLYTHEVILLE SCHOOL DISTRICT	35	EAST END SCHOOL DISTRICT	43
BOONEVILLE SCHOOL DISTRICT	38	EAST POINSETT CO. SCHOOL DIST.	12
BRADFORD SCHOOL DISTRICT	24	EL DORADO SCHOOL DISTRICT	62
BRADLEY SCHOOL DISTRICT	11	ELKINS SCHOOL DISTRICT	45
BRINKLEY SCHOOL DISTRICT	24	EMERSON-TAYLOR SCHOOL DISTRI	10
BROOKLAND SCHOOL DISTRICT	75	ENGLAND SCHOOL DISTRICT	23
BRYANT SCHOOL DISTRICT	287	EUREKA SPRINGS SCHOOL DISTRICT	45
BUFFALO IS. CENTRAL SCH. DIST.	22	FARMINGTON SCHOOL DISTRICT	112
CABOT SCHOOL DISTRICT	358	FAYETTEVILLE SCHOOL DISTRICT	294
CADDO HILLS SCHOOL DISTRICT	35	FLIPPIN SCHOOL DISTRICT	53
CALICO ROCK SCHOOL DISTRICT	16	FORDYCE SCHOOL DISTRICT	14
CAMDEN FAIRVIEW SCHOOL DIST.	54	FOREMAN SCHOOL DISTRICT	26
CARLISLE SCHOOL DISTRICT	23	FORREST CITY SCHOOL DISTRICT	84
CAVE CITY SCHOOL DISTRICT	65	FORT SMITH SCHOOL DISTRICT	388
CEDAR RIDGE SCHOOL DISTRICT	35	FOUKE SCHOOL DISTRICT	31
CEDARVILLE SCHOOL DISTRICT	48	FOUNTAIN LAKE SCHOOL DISTRICT	69
CENTERPOINT SCHOOL DISTRICT	30	GENOA CENTRAL SCHOOL DISTRICT	16
CHARLESTON SCHOOL DISTRICT	17	GENTRY SCHOOL DISTRICT	79
CLARENDON SCHOOL DISTRICT	14	GLEN ROSE SCHOOL DISTRICT	39
CLARKSVILLE SCHOOL DISTRICT	95	GOSNELL SCHOOL DISTRICT	19
CLEVELAND COUNTY SCHOOL DIST.	36	GRAVETTE SCHOOL DISTRICT	134
CLINTON SCHOOL DISTRICT	79	GREEN FOREST SCHOOL DISTRICT	62
CONCORD SCHOOL DISTRICT	37	GREENBRIER SCHOOL DISTRICT	145
CONWAY SCHOOL DISTRICT	505	GREENE CO. TECH SCHOOL DIST.	106
CORNING SCHOOL DISTRICT	38	GREENLAND SCHOOL DISTRICT	65
COSSATOT RIVER SCHOOL DISTRICT	53	GREENWOOD SCHOOL DISTRICT	98

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
GURDON SCHOOL DISTRICT	10	MANSFIELD SCHOOL DISTRICT	32
GUY-PERKINS SCHOOL DISTRICT	31	MARION SCHOOL DISTRICT	76
HACKETT SCHOOL DISTRICT	5	MARKED TREE SCHOOL DISTRICT	20
HAMBURG SCHOOL DISTRICT	27	MARMADUKE SCHOOL DISTRICT	21
HAMPTON SCHOOL DISTRICT	13	MARVELL SCHOOL DISTRICT	4
HARMONY GROVE SCHOOL DISTRICT	47	MAYFLOWER SCHOOL DISTRICT	35
HARMONY GROVE SCHOOL DISTRICT	12	MAYNARD SCHOOL DISTRICT	35
HARRISBURG SCHOOL DISTRICT	40	MCCRORY SCHOOL DISTRICT	33
HARRISON SCHOOL DISTRICT	145	MCGEHEE SCHOOL DISTRICT	17
HARTFORD SCHOOL DISTRICT	9	MELBOURNE SCHOOL DISTRICT	42
HAZEN SCHOOL DISTRICT	20	MENA SCHOOL DISTRICT	137
HEBER SPRINGS SCHOOL DISTRICT	104	MIDLAND SCHOOL DISTRICT	41
HECTOR SCHOOL DISTRICT	28	MINERAL SPRINGS SCHOOL DIST.	5
HELENA/ W.HELENA SCHOOL DIST.	20	MONTICELLO SCHOOL DISTRICT	27
HERMITAGE SCHOOL DISTRICT	11	MOUNT IDA SCHOOL DISTRICT	34
HIGHLAND SCHOOL DISTRICT	63	MOUNTAIN HOME SCHOOL DISTRICT	227
HILLCREST SCHOOL DISTRICT	33	MOUNTAIN PINE SCHOOL DISTRICT	10
HOPE SCHOOL DISTRICT	59	MOUNTAIN VIEW SCHOOL DISTRICT	153
HORATIO SCHOOL DISTRICT	14	MOUNTAINBURG SCHOOL DISTRICT	31
HOT SPRINGS SCHOOL DISTRICT	158	MT. VERNON/ENOLA SCHOOL DIST.	39
HOXIE SCHOOL DISTRICT	23	MULBERRY SCHOOL DISTRICT	48
HUGHES SCHOOL DISTRICT	6	N. LITTLE ROCK SCHOOL DISTRICT	210
HUNTSVILLE SCHOOL DISTRICT	189	NASHVILLE SCHOOL DISTRICT	29
IZARD CO. CONS. SCHOOL DIST.	19	NEMO VISTA SCHOOL DISTRICT	20
JACKSON CO. SCHOOL DISTRICT	14	NETTLETON SCHOOL DISTRICT	70
JASPER SCHOOL DISTRICT	65	NEVADA SCHOOL DISTRICT	34
JESSIEVILLE SCHOOL DISTRICT	32	NEWPORT SCHOOL DISTRICT	34
JONESBORO SCHOOL DISTRICT	214	NORFORK SCHOOL DISTRICT	26
JUNCTION CITY SCHOOL DISTRICT	12	NORPHLET SCHOOL DISTRICT	6
KIRBY SCHOOL DISTRICT	13	OMAHA SCHOOL DISTRICT	29
LAFAYETTE COUNTY SCHOOL DIST	17	OSCEOLA SCHOOL DISTRICT	24
LAKE HAMILTON SCHOOL DISTRICT	137	OUACHITA RIVER SCHOOL DISTRICT	37
LAKESIDE SCHOOL DISTRICT	19	OUACHITA SCHOOL DISTRICT	4
LAKESIDE SCHOOL DISTRICT	71	OZARK MOUNTAIN SCHOOL DISTRICT	51
LAMAR SCHOOL DISTRICT	71	OZARK SCHOOL DISTRICT	68
LAVACA SCHOOL DISTRICT	43	PALESTINE-WHEATLEY SCH. DIST.	9
LAWRENCE COUNTY SCHOOL DISTRICT	37	PANGBURN SCHOOL DISTRICT	45
LEAD HILL SCHOOL DISTRICT	21	PARAGOULD SCHOOL DISTRICT	100
LEE COUNTY SCHOOL DISTRICT	31	PARIS SCHOOL DISTRICT	21
LINCOLN SCHOOL DISTRICT	65	PARKERS CHAPEL SCHOOL DIST.	11
LITTLE ROCK SCHOOL DISTRICT	564	PEA RIDGE SCHOOL DISTRICT	59
LONOKE SCHOOL DISTRICT	73	PERRYVILLE SCHOOL DISTRICT	41
MAGAZINE SCHOOL DISTRICT	18	PIGGOTT SCHOOL DISTRICT	27
MAGNET COVE SCHOOL DIST.	18	PINE BLUFF SCHOOL DISTRICT	18
MAGNOLIA SCHOOL DISTRICT	80	POCAHONTAS SCHOOL DISTRICT	64
MALVERN SCHOOL DISTRICT	85	POTTSVILLE SCHOOL DISTRICT	41
MAMMOTH SPRING SCHOOL DISTRICT	10	POYEN SCHOOL DISTRICT	6
MANILA SCHOOL DISTRICT	26	PRAIRIE GROVE SCHOOL DISTRICT	81

<i>District</i>	<i>Number of Students</i>	<i>District</i>	<i>Number of Students</i>
PRESCOTT SCHOOL DISTRICT	9	WOODLAWN SCHOOL DISTRICT	8
PULASKI CO. SPEC. SCHOOL DIST.	1182	WYNNE SCHOOL DISTRICT	45
QUITMAN SCHOOL DISTRICT	51	YELLVILLE-SUMMIT SCHOOL DIST.	71
RECTOR SCHOOL DISTRICT	18		
RIVERSIDE SCHOOL DISTRICT	24		
RIVERVIEW SCHOOL DISTRICT	73		
ROGERS SCHOOL DISTRICT	531		
ROSE BUD SCHOOL DISTRICT	38		
RUSSELLVILLE SCHOOL DISTRICT	136		
SALEM SCHOOL DISTRICT	41		
SCRANTON SCHOOL DISTRICT	14		
SEARCY COUNTY SCHOOL DISTRICT	88		
SEARCY SCHOOL DISTRICT	258		
SHERIDAN SCHOOL DISTRICT	172		
SHIRLEY SCHOOL DISTRICT	29		
SILOAM SPRINGS SCHOOL DISTRICT	248		
SLOAN-HENDRIX SCHOOL DIST.	21		
SMACKOVER SCHOOL DISTRICT	16		
SO. CONWAY CO. SCHOOL DISTRICT	67		
SO. MISS. COUNTY SCHOOL DIST.	22		
SOUTH PIKE CO SCHOOL DISTRICT	28		
SOUTH SIDE SCHOOL DISTRICT	33		
SOUTHSIDE SCHOOL DISTRICT	50		
SPRING HILL SCHOOL DISTRICT	5		
SPRINGDALE SCHOOL DISTRICT	473		
STAR CITY SCHOOL DISTRICT	77		
STRONG-HUTTIG SCHOOL DISTRICT	5		
STUTTGART SCHOOL DISTRICT	43		
TEXARKANA SCHOOL DISTRICT	71		
TRUMANN SCHOOL DISTRICT	36		
TWO RIVERS SCHOOL DISTRICT	29		
VALLEY SPRINGS SCHOOL DISTRICT	44		
VALLEY VIEW SCHOOL DISTRICT	51		
VAN BUREN SCHOOL DISTRICT	211		
VILONIA SCHOOL DISTRICT	117		
VIOLA SCHOOL DISTRICT	18		
WALDRON SCHOOL DISTRICT	52		
WARREN SCHOOL DISTRICT	28		
WATSON CHAPEL SCHOOL DISTRICT	75		
WEST FORK SCHOOL DISTRICT	81		
WEST MEMPHIS SCHOOL DISTRICT	35		
WEST SIDE SCHOOL DISTRICT	21		
WESTERN YELL CO. SCHOOL DIST.	9		
WESTSIDE CONS. SCHOOL DISTRICT	74		
WESTSIDE SCHOOL DISTRICT	43		
WHITE CO. CENTRAL SCHOOL DIST.	33		
WHITE HALL SCHOOL DISTRICT	156		
WONDERVIEW SCHOOL DISTRICT	8		

***Arkansas Home School Student Count by Grade Level
School Year 2011-2012***

<i>Kindergarten:</i>	1,050
<i>First Grade:</i>	1,010
<i>Second Grade:</i>	1,084
<i>Third Grade:</i>	1,029
<i>Fourth Grade:</i>	1,104
<i>Fifth Grade:</i>	1,173
<i>Sixth Grade:</i>	1,179
<i>Seventh Grade:</i>	1,276
<i>Eighth Grade:</i>	1,278
<i>Ninth Grade:</i>	1,414
<i>Tenth Grade:</i>	1,970
<i>Eleventh Grade:</i>	1,768
<i>Twelfth Grade:</i>	1,070
<i>Statewide Total:</i>	<hr/> 16,405

Home School Enrollments by Grade and Gender

School Year 2011-2012

	<u>Males</u>	<u>Females</u>
<i>Kindergarten</i>	554	496
<i>First</i>	519	491
<i>Second</i>	565	519
<i>Third</i>	525	504
<i>Fourth</i>	579	525
<i>Fifth</i>	612	561
<i>Sixth</i>	605	574
<i>Seventh</i>	673	603
<i>Eighth</i>	638	640
<i>Ninth</i>	700	714
<i>Tenth</i>	1,012	958
<i>Eleventh</i>	825	943
<i>Twelfth</i>	476	594
<i>Totals by Gender</i>	8,283	8,122
 <i>Grand Total</i>	 16,405	

Home School Student Count for 2011-2012 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
ARKANSAS															
	0101 DEWITT SCHOOL DISTRICT	3	2	2	3	4	4	3	5	4	5	5	10	3	53
	0104 STUTTIGART SCHOOL DISTRICT	2	0	2	1	2	1	3	0	4	5	13	9	1	43
	ARKANSAS TOTALS	5	2	4	4	6	5	6	5	8	10	18	19	4	96
ASHLEY															
	0201 CROSSETT SCHOOL DISTRICT	1	3	5	2	2	0	4	4	3	4	1	3	12	7
	0203 HAMBURG SCHOOL DISTRICT	0	1	0	2	2	0	2	1	3	1	5	7	3	27
	ASHLEY TOTALS	1	4	5	4	4	4	5	5	4	4	17	14	6	75
BAXTER															
	0302 COTTER SCHOOL DISTRICT	5	4	0	2	3	0	2	3	4	5	3	4	6	41
	0303 MOUNTAIN HOME SCHOOL DISTRICT	13	13	21	12	15	11	14	19	17	24	20	29	19	227
	0304 NORFORK SCHOOL DISTRICT	1	1	1	4	2	2	2	4	0	3	3	3	0	26
	BAXTER TOTALS	19	18	22	18	20	13	18	26	21	32	26	36	25	294
BENTON															
	0401 BENTONVILLE SCHOOL DISTRICT	61	61	44	60	68	63	48	51	50	54	61	63	29	713
	0402 DECATUR SCHOOL DISTRICT	0	2	2	4	0	0	1	1	1	2	3	1	0	17
	0403 GENTRY SCHOOL DISTRICT	7	6	5	7	4	3	10	10	7	1	9	5	5	79
	0404 GRAVETTE SCHOOL DISTRICT	12	6	7	7	6	10	12	11	8	13	17	19	6	134
	0405 ROGERS SCHOOL DISTRICT	29	32	41	39	38	51	39	40	41	52	48	46	35	531
	0406 SILOAM SPRINGS SCHOOL DISTRICT	25	12	20	19	23	14	19	23	19	15	22	19	18	248
	0407 PEA RIDGE SCHOOL DISTRICT	5	1	6	4	4	6	3	4	8	4	4	6	4	59
	BENTON TOTALS	139	120	125	140	143	147	132	140	134	141	164	159	97	1781
BOONE															
	0501 ALPENA SCHOOL DISTRICT	0	2	0	1	3	0	3	1	2	3	3	4	1	23
	0502 BERGMAN SCHOOL DISTRICT	2	2	5	1	3	6	2	3	2	4	4	5	5	44
	0503 HARRISON SCHOOL DISTRICT	11	9	7	11	10	10	7	16	15	15	16	14	12	145
	0504 OMAHA SCHOOL DISTRICT	2	2	2	2	2	2	1	1	4	2	4	1	4	29
	0505 VALLEY SPRINGS SCHOOL DISTRICT	2	1	1	2	4	2	7	2	9	7	4	3	0	44
	0506 LEAD HILL SCHOOL DISTRICT	2	3	0	1	1	1	1	2	0	2	2	4	2	21
	BOONE TOTALS	19	19	15	18	23	21	21	25	32	25	33	31	24	306

Home School Student Count for 2011-2012 School Year By County, District and Grade

County LEA	District	Kind	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total	
BRADLEY																
	0601	HERMITAGE SCHOOL DISTRICT	0	0	0	0	0	1	1	2	1	1	3	2	0	11
	0602	WARREN SCHOOL DISTRICT	0	0	0	1	3	0	0	3	3	2	5	10	1	28
	BRADLEY TOTALS		0	0	0	1	3	1	1	5	4	3	8	12	1	39
CALHOUN																
	0701	HAMPTON SCHOOL DISTRICT	1	1	2	2	2	1	0	2	1	1	0	0	0	13
	CALHOUN TOTALS		1	1	2	2	2	1	0	2	1	1	0	0	0	13
CARROLL																
	0801	BERRYVILLE SCHOOL DISTRICT	4	10	3	8	6	4	8	10	7	11	16	5	4	96
	0802	EUREKA SPRINGS SCHOOL DISTRICT	1	3	3	2	0	4	5	2	3	8	7	3	4	45
	0803	GREEN FOREST SCHOOL DISTRICT	3	0	3	6	4	5	7	7	5	3	7	8	4	62
	CARROLL TOTALS		8	13	9	16	10	13	20	19	15	22	30	16	12	203
CHICOT																
	0901	DERMOTT SCHOOL DISTRICT	0	2	0	1	0	1	0	1	0	2	0	1	1	9
	0903	LAKE SIDE SCHOOL DISTRICT	0	0	0	0	1	0	1	4	1	3	6	2	1	19
	CHICOT TOTALS		0	2	0	1	1	1	1	5	1	5	6	3	2	28
CLARK																
	1002	ARKADELPHIA SCHOOL DISTRICT	9	5	8	7	3	5	6	12	6	3	5	5	3	77
	1003	GURDON SCHOOL DISTRICT	1	2	1	0	1	0	1	1	0	1	1	0	1	10
	CLARK TOTALS		10	7	9	7	4	5	7	13	6	4	6	5	4	87
CLAY																
	1101	CORNING SCHOOL DISTRICT	2	2	0	2	4	3	3	3	2	4	7	6	0	38
	1104	PIGGOTT SCHOOL DISTRICT	0	0	2	1	2	0	2	2	3	3	6	6	0	27
	1106	RECTOR SCHOOL DISTRICT	1	2	0	0	1	0	3	2	1	2	3	2	1	18
	CLAY TOTALS		3	4	2	3	7	3	8	7	6	9	16	14	1	83

Home School Student Count for 2011-2012 School Year

By County, District and Grade

County LEA	District	Kindergarten	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
CLEBURNE															
	1201 CONCORD SCHOOL DISTRICT	2	2	2	4	4	2	1	1	2	1	8	1	7	37
	1202 HEBBER SPRINGS SCHOOL DISTRICT	7	9	4	2	8	10	10	8	6	8	11	13	8	104
	1203 QUITMAN SCHOOL DISTRICT	5	2	6	3	3	4	2	3	4	2	8	5	4	51
	1204 WEST SIDE SCHOOL DISTRICT	0	1	0	1	2	1	2	0	2	2	4	3	3	21
	CLEBURNE TOTALS	14	14	12	10	17	17	15	12	14	13	31	22	22	213
CLEVELAND															
	1304 WOODLAWN SCHOOL DISTRICT	2	1	0	0	1	0	1	0	1	1	0	1	0	8
	1305 CLEVELAND COUNTY SCHOOL DIST.	1	3	1	1	2	0	3	3	5	6	6	2	3	36
	CLEVELAND TOTALS	3	4	1	1	3	0	4	3	6	7	6	3	3	44
COLUMBIA															
	1402 MAGNOLIA SCHOOL DISTRICT	4	4	3	6	4	5	9	5	3	12	14	10	1	80
	1408 EMERSON-TAYLOR SCHOOL DISTRICT	1	1	1	1	0	2	0	1	0	2	1	0	0	10
	COLUMBIA TOTALS	5	5	4	7	4	7	9	6	3	14	15	10	1	90
CONWAY															
	1503 NEMO VISTA SCHOOL DISTRICT	0	0	1	0	0	0	2	1	5	4	2	5	0	20
	1505 WONDERVIEW SCHOOL DISTRICT	0	1	0	1	2	0	0	0	0	0	2	1	1	8
	1507 SO. CONWAY CO. SCHOOL DISTRICT	6	4	4	5	8	4	4	7	2	3	10	7	3	67
	CONWAY TOTALS	6	5	5	6	10	4	6	8	7	7	14	13	4	95
CRAIGHHEAD															
	1601 BAY SCHOOL DISTRICT	0	1	1	0	1	1	0	3	0	2	1	1	1	12
	1602 WESTSIDE CONS. SCHOOL DISTRICT	6	3	4	5	5	5	6	9	6	4	8	10	3	74
	1603 BROOKLAND SCHOOL DISTRICT	3	8	7	5	2	6	8	6	6	4	10	6	4	75
	1605 BUFFALO IS. CENTRAL SCH. DIST.	1	2	0	1	0	1	1	0	2	5	5	3	1	22
	1608 JONESBORO SCHOOL DISTRICT	12	11	17	8	11	9	13	17	22	19	31	19	25	214
	1611 NETTLETON SCHOOL DISTRICT	4	6	2	6	6	7	7	2	6	7	7	7	3	70
	1612 VALLEY VIEW SCHOOL DISTRICT	1	4	2	1	4	2	6	4	10	3	1	7	6	51
	1613 RIVERSIDE SCHOOL DISTRICT	1	1	1	1	1	0	3	1	1	2	6	4	2	24
	CRAIGHHEAD TOTALS	28	36	34	27	30	31	44	42	53	46	69	57	45	542

Home School Student Count for 2011-2012 School Year

By County, District and Grade

County LEA	District	Kindergarten	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total	
CRAWFORD																
	1701 ALMA SCHOOL DISTRICT	8	5	7	4	4	4	4	7	4	11	4	11	5	6	80
	1702 CEDARVILLE SCHOOL DISTRICT	2	3	1	0	4	1	3	5	4	4	4	4	5	12	48
	1703 MOUNTAINBURG SCHOOL DISTRICT	1	4	0	5	0	1	4	2	1	1	1	4	4	4	31
	1704 MULBERRY SCHOOL DISTRICT	7	3	5	4	5	1	2	3	4	4	3	4	5	2	48
	1705 VAN BUREN SCHOOL DISTRICT	12	14	11	9	16	15	18	11	13	20	27	30	15	211	
	CRAWFORD TOTALS	30	29	24	22	29	22	34	25	33	32	50	49	39	418	
CRITTENDEN																
	1802 EARLE SCHOOL DISTRICT	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
	1803 WEST MEMPHIS SCHOOL DISTRICT	2	5	1	4	4	6	1	2	3	2	0	4	1	35	
	1804 MARION SCHOOL DISTRICT	4	5	3	8	3	6	4	4	10	3	19	5	2	76	
	CRITTENDEN TOTALS	6	10	4	12	9	12	5	6	13	5	19	9	3	113	
CROSS																
	1901 CROSS COUNTY SCHOOL DISTRICT	1	0	4	2	1	3	0	3	1	1	1	5	4	3	28
	1905 WYNNIE SCHOOL DISTRICT	2	3	2	2	3	5	2	2	6	1	9	6	2	45	
	CROSS TOTALS	3	3	6	4	4	8	2	5	7	2	14	10	5	73	
DALLAS																
	2002 FORDYCE SCHOOL DISTRICT	0	0	1	0	2	4	0	2	0	1	1	2	2	1	14
	DALLAS TOTALS	0	0	1	0	2	4	0	2	0	1	1	2	1	14	
DESHA																
	2104 DUMAS SCHOOL DISTRICT	0	0	1	0	0	0	0	0	2	3	0	2	1	9	
	2105 MCGHEE SCHOOL DISTRICT	0	0	1	0	1	2	0	1	0	2	4	5	1	17	
	DESHA TOTALS	0	0	2	0	1	2	0	1	2	5	4	7	2	26	
DREW																
	2202 DREW CENTRAL SCHOOL DISTRICT	1	3	2	2	4	2	3	3	3	5	5	7	2	42	
	2203 MONTICELLO SCHOOL DISTRICT	0	1	2	2	2	3	2	2	4	3	3	3	0	27	
	DREW TOTALS	1	4	4	4	6	5	5	5	7	8	8	10	2	69	

Home School Student Count for 2011-2012 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
FAULKNER															
	2301 CONWAY SCHOOL DISTRICT	41	40	41	45	40	43	34	34	43	32	44	38	30	505
	2303 GREENBRIER SCHOOL DISTRICT	7	18	9	11	9	8	8	18	14	12	10	13	8	145
	2304 GUY-PERKINS SCHOOL DISTRICT	2	1	2	4	0	4	2	2	4	4	4	1	1	31
	2305 MAYFLOWER SCHOOL DISTRICT	3	3	6	2	4	4	1	2	0	3	0	4	3	35
	2306 MT. VERNON/ENOLA SCHOOL DIST.	5	0	2	3	3	3	2	7	1	2	2	6	3	39
	2307 VILONIA SCHOOL DISTRICT	11	4	9	6	6	7	10	10	7	12	12	13	10	117
	FAULKNER TOTALS	69	66	69	71	62	69	57	73	69	65	72	75	55	872
FRANKLIN															
	2402 CHARLESTON SCHOOL DISTRICT	0	1	1	0	0	3	2	0	2	2	3	1	2	17
	2403 COUNTY LINE SCHOOL DISTRICT	1	1	1	2	0	3	1	3	2	3	3	6	6	32
	2404 OZARK SCHOOL DISTRICT	5	3	3	4	3	4	4	7	8	6	10	9	2	68
	FRANKLIN TOTALS	6	5	5	6	3	10	7	10	12	11	16	16	10	117
FULTON															
	2501 MAMMOTH SPRING SCHOOL DISTRICT	0	1	1	0	0	2	1	0	1	0	1	3	0	10
	2502 SALEM SCHOOL DISTRICT	2	2	3	5	2	5	0	5	2	2	6	6	1	41
	2503 VIOLA SCHOOL DISTRICT	3	0	1	1	0	1	0	2	0	2	4	3	1	18
	FULTON TOTALS	5	3	5	6	2	8	1	7	3	4	11	12	2	69
GARLAND															
	2601 CUTTER-MORNING STAR SCH. DIST.	3	3	1	2	3	2	1	4	1	6	3	1	3	33
	2602 FOUNTAIN LAKE SCHOOL DISTRICT	5	3	6	2	3	4	11	3	5	4	6	13	4	69
	2603 HOT SPRINGS SCHOOL DISTRICT	9	8	9	8	14	10	9	9	13	16	27	16	10	158
	2604 JESSIEVILLE SCHOOL DISTRICT	2	1	3	2	1	6	4	3	2	2	3	3	0	32
	2605 LAKE HAMILTON SCHOOL DISTRICT	10	3	4	3	1	12	15	11	8	12	16	17	11	137
	2606 LAKESIDE SCHOOL DISTRICT	3	1	9	1	5	9	1	5	4	7	9	13	4	71
	2607 MOUNTAIN PINE SCHOOL DISTRICT	0	1	2	1	1	0	1	0	2	1	0	1	0	10
	GARLAND TOTALS	32	20	34	19	42	43	42	35	35	48	64	64	32	510
GRANT															
	2703 POYEN SCHOOL DISTRICT	0	0	0	0	0	0	0	0	0	2	2	2	0	6
	2705 SHERIDAN SCHOOL DISTRICT	2	7	13	8	16	17	15	15	12	20	19	20	8	172
	GRANT TOTALS	2	7	13	8	16	17	15	15	12	22	21	22	8	178

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GREENE															
	2803 MARMADUKE SCHOOL DISTRICT	0	3	1	0	1	0	0	0	2	4	4	2	2	21
	2807 GREENE CO. TECH SCHOOL DIST.	8	3	6	9	4	5	2	7	6	11	11	18	16	106
	2808 PARAGOULD SCHOOL DISTRICT	1	6	4	5	5	6	8	5	12	4	19	18	7	100
	GREENE TOTALS	9	12	11	14	10	11	10	14	20	19	34	38	25	227
HEMPSTEAD															
	2901 BLEVINS SCHOOL DISTRICT	0	0	1	1	1	1	1	0	1	1	0	0	2	9
	2903 HOPE SCHOOL DISTRICT	3	4	3	5	3	4	4	9	5	4	8	6	1	59
	2906 SPRING HILL SCHOOL DISTRICT	0	0	0	0	0	1	0	0	1	0	1	0	2	5
	HEMPSTEAD TOTALS	3	4	4	6	4	6	5	9	7	5	9	6	5	73
HOT SPRING															
	3001 BISMARCK SCHOOL DISTRICT	0	2	2	3	4	1	9	4	2	3	11	3	3	47
	3002 GLEN ROSE SCHOOL DISTRICT	1	2	3	2	3	3	3	5	3	3	8	3	0	39
	3003 MAGNET COVE SCHOOL DIST.	0	0	1	0	0	0	0	2	4	1	5	3	2	18
	3004 MALVERN SCHOOL DISTRICT	3	10	5	5	3	8	3	7	6	9	11	10	5	85
	3005 OUACHITA SCHOOL DISTRICT	0	0	0	0	0	0	0	0	1	0	1	0	2	4
	HOT SPRING TOTALS	4	14	11	10	10	12	15	18	16	16	36	19	12	193
HOWARD															
	3102 DIERKS SCHOOL DISTRICT	0	0	2	1	0	2	0	1	0	2	2	2	0	12
	3104 MINERAL SPRINGS SCHOOL DIST.	0	0	0	1	0	0	2	1	0	0	1	0	0	5
	3105 NASHVILLE SCHOOL DISTRICT	1	5	2	2	3	1	1	1	3	0	2	6	2	29
	HOWARD TOTALS	1	5	4	4	3	3	3	3	3	2	5	8	2	46
INDEPENDENCE															
	3201 BATESVILLE SCHOOL DISTRICT	3	6	3	3	9	9	4	4	7	2	6	9	2	67
	3209 SOUTHSIDE SCHOOL DISTRICT	3	3	4	2	4	2	1	0	4	7	6	5	9	50
	3211 MIDLAND SCHOOL DISTRICT	3	2	3	2	2	2	4	4	3	3	6	4	3	41
	3212 CEDAR RIDGE SCHOOL DISTRICT	4	0	2	3	2	3	4	2	3	3	3	4	2	35
	INDEPENDENCE TOTALS	13	11	12	10	17	16	13	10	17	15	21	22	16	193

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IZARD															
	3301 CALICO ROCK SCHOOL DISTRICT	2	1	1	1	1	2	2	0	0	0	2	2	2	16
	3302 MELBOURNE SCHOOL DISTRICT	0	2	2	2	2	1	4	4	4	5	10	1	5	42
	3306 IZARD CO. CONS. SCHOOL DIST.	3	1	0	0	1	0	0	1	2	2	3	4	2	19
	IZARD TOTALS	5	4	3	3	4	3	6	5	6	7	15	7	9	77
JACKSON															
	3403 NEWPORT SCHOOL DISTRICT	1	1	3	1	1	1	1	2	3	3	4	8	5	34
	3405 JACKSON CO. SCHOOL DISTRICT	0	0	0	0	0	0	0	1	2	5	3	2	1	14
	JACKSON TOTALS	1	1	3	1	1	1	1	3	5	8	7	10	6	48
JEFFERSON															
	3502 DOLLARWAY SCHOOL DISTRICT	0	0	0	3	2	3	2	2	2	3	2	0	1	20
	3505 PINE BLUFF SCHOOL DISTRICT	2	0	3	0	2	3	1	2	2	2	0	0	1	18
	3509 WATSON CHAPEL SCHOOL DISTRICT	3	6	1	6	6	4	2	10	10	7	5	9	6	75
	3510 WHITE HALL SCHOOL DISTRICT	9	11	17	5	10	20	14	13	12	20	12	12	1	156
	JEFFERSON TOTALS	14	17	21	14	20	30	19	27	26	32	19	21	9	269
JOHNSON															
	3601 CLARKSVILLE SCHOOL DISTRICT	4	5	5	1	3	5	7	9	4	11	16	14	11	95
	3604 LAMAR SCHOOL DISTRICT	6	2	0	4	5	6	2	7	3	10	13	7	6	71
	3606 WESTSIDE SCHOOL DISTRICT	2	0	1	4	1	3	1	2	2	5	9	6	7	43
	JOHNSON TOTALS	12	7	6	9	9	14	10	18	9	26	38	27	24	209
LAFAYETTE															
	3701 BRADLEY SCHOOL DISTRICT	0	5	1	1	1	1	0	0	1	0	0	1	0	11
	3704 LAFAYETTE COUNTY SCHOOL DISTRI	2	0	0	0	1	2	2	2	0	3	4	0	1	17
	LAFAYETTE TOTALS	2	5	1	1	2	3	2	2	1	3	4	1	1	28
LAWRENCE															
	3804 HOXIE SCHOOL DISTRICT	0	1	0	0	0	0	1	1	2	3	4	7	4	23
	3806 SLOAN-HENDRIX SCHOOL DIST.	1	2	1	2	1	2	1	3	1	1	4	2	0	21
	3809 HILLCREST SCHOOL DISTRICT	1	3	3	1	2	1	3	3	4	5	4	3	0	33
	3810 LAWRENCE COUNTY SCHOOL DISTRI	3	2	2	0	2	3	0	4	4	4	6	2	5	37
	LAWRENCE TOTALS	5	8	6	3	5	6	5	11	11	13	18	14	9	114

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LEE																
		3904 LEE COUNTY SCHOOL DISTRICT	2	6	3	4	3	0	1	1	3	1	3	3	3	31
		LEE TOTALS	2	6	3	4	3	0	1	1	3	1	3	3	3	31
LINCOLN																
		4003 STAR CITY SCHOOL DISTRICT	5	6	5	7	5	4	8	3	5	8	13	5	3	77
		LINCOLN TOTALS	5	6	5	7	5	4	8	3	5	8	13	5	3	77
LITTLE RIVER																
		4101 ASHDOWN SCHOOL DISTRICT	1	2	0	1	0	2	4	2	3	4	4	9	3	35
		4102 FOREMAN SCHOOL DISTRICT	4	0	0	2	2	0	2	2	2	4	2	4	2	26
		LITTLE RIVER TOTALS	5	2	0	3	2	2	6	4	5	8	6	13	5	61
LOGAN																
		4201 BOONEVILLE SCHOOL DISTRICT	1	5	1	3	2	1	4	5	3	6	3	3	1	38
		4202 MAGAZINE SCHOOL DISTRICT	0	1	1	1	2	0	0	2	4	0	2	4	1	18
		4203 PARIS SCHOOL DISTRICT	2	1	2	0	0	1	2	3	0	2	3	4	1	21
		4204 SCRANTON SCHOOL DISTRICT	1	0	1	1	0	1	1	0	1	1	3	3	1	14
		LOGAN TOTALS	4	7	5	5	4	3	7	10	8	9	11	14	4	91
LONOKE																
		4301 LONOKE SCHOOL DISTRICT	6	3	2	3	3	7	2	5	5	10	14	9	4	73
		4302 ENGLAND SCHOOL DISTRICT	0	0	2	0	1	1	3	3	1	5	3	3	1	23
		4303 CARLISLE SCHOOL DISTRICT	0	0	2	2	0	2	2	1	1	5	2	3	3	23
		4304 CABOT SCHOOL DISTRICT	29	21	26	28	29	33	29	21	26	23	40	34	19	358
		LONOKE TOTALS	35	24	32	33	33	43	36	30	33	43	59	49	27	477
MADISON																
		4401 HUNTSVILLE SCHOOL DISTRICT	17	9	14	6	8	12	15	15	15	13	32	18	15	189
		MADISON TOTALS	17	9	14	6	8	12	15	15	15	13	32	18	15	189
MARION																
		4501 FLIPPIN SCHOOL DISTRICT	4	2	5	2	3	2	3	2	2	3	6	8	11	53
		4502 YELLVILLE-SUMMIT SCHOOL DIST.	8	4	7	5	6	6	3	5	11	4	5	5	2	71
		MARION TOTALS	12	6	12	7	9	8	6	7	13	7	11	13	13	124

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MILLER															
	4602 GENOA CENTRAL SCHOOL DISTRICT	0	2	0	0	1	2	0	2	3	1	2	1	2	16
	4603 FOUJUE SCHOOL DISTRICT	2	2	1	2	5	2	3	3	3	2	4	2	0	31
	4605 TEXARKANA SCHOOL DISTRICT	5	6	6	5	4	9	9	2	4	8	8	4	1	71
	MILLER TOTALS	7	10	7	7	10	13	12	7	10	11	14	7	3	118
MISSISSIPPI															
	4701 ARMOREL SCHOOL DISTRICT	1	2	1	0	1	1	0	3	1	0	4	0	2	16
	4702 BLYTHEVILLE SCHOOL DISTRICT	1	2	3	2	2	1	3	1	5	6	5	4	0	35
	4706 SO. MISS. COUNTY SCHOOL DIST.	0	1	0	2	2	3	1	2	2	2	4	2	1	22
	4708 GOSNELL SCHOOL DISTRICT	1	0	1	1	0	0	1	0	2	8	2	3	0	19
	4712 MANILA SCHOOL DISTRICT	3	1	2	2	2	2	2	2	2	1	2	3	2	26
	4713 OSCEOLA SCHOOL DISTRICT	2	0	1	4	1	2	0	3	1	1	4	2	3	24
	MISSISSIPPI TOTALS	8	6	8	11	8	9	7	11	13	18	21	14	8	142
MONROE															
	4801 BRINKLEY SCHOOL DISTRICT	1	0	0	3	1	3	1	1	3	2	4	3	2	24
	4802 CLARENDON SCHOOL DISTRICT	1	0	0	3	0	0	1	1	3	1	1	1	2	14
	MONROE TOTALS	2	0	0	6	1	3	2	2	6	3	5	4	4	38
MONTGOMERY															
	4901 CADDO HILLS SCHOOL DISTRICT	2	2	3	3	2	3	3	2	2	5	5	1	2	35
	4902 MOUNT IDA SCHOOL DISTRICT	2	1	1	0	5	2	3	3	0	4	8	5	0	34
	MONTGOMERY TOTALS	4	3	4	3	7	5	6	5	2	9	13	6	2	69
NEVADA															
	5006 PRESCOTT SCHOOL DISTRICT	1	0	0	2	0	0	2	0	0	2	2	0	0	9
	5008 NEVADA SCHOOL DISTRICT	2	2	2	1	3	5	3	2	5	3	4	1	1	34
	NEVADA TOTALS	3	2	2	3	3	5	5	2	5	5	6	1	1	43
NEWTON															
	5102 JASPER SCHOOL DISTRICT	2	7	5	7	6	8	3	5	2	4	8	7	1	65
	5106 DEERMNT. JUDEA SCHOOL DISTRICT	2	1	1	3	1	0	2	0	1	0	1	0	1	13
	NEWTON TOTALS	4	8	6	10	7	8	5	5	3	4	9	7	2	78

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OUACHITA															
	5204 CAMDEN FAIRVIEW SCHOOL DIST.	3	10	5	6	6	6	4	4	4	4	4	3	5	2
	5205 HARMONY GROVE SCHOOL DISTRICT	1	3	1	0	1	3	0	1	0	1	0	1	1	12
	OUACHITA TOTALS	4	13	6	6	7	7	4	5	3	6	2	2	1	66
PERRY															
	5301 EAST END SCHOOL DISTRICT	1	0	3	1	5	6	1	8	1	4	0	6	7	43
	5303 PERRYVILLE SCHOOL DISTRICT	1	0	0	3	2	2	2	5	3	4	10	9	0	41
	PERRY TOTALS	2	0	3	4	7	8	3	13	4	8	10	15	7	84
PHILLIPS															
	5401 BARTON-LEXA SCHOOL DISTRICT	0	1	0	1	0	1	1	1	1	0	2	0	0	7
	5403 HELENA W. HELENA SCHOOL DIST.	2	1	1	0	2	0	2	0	3	5	2	2	0	20
	5404 MARVELL SCHOOL DISTRICT	0	0	0	0	2	0	1	0	0	0	1	0	0	4
	PHILLIPS TOTALS	2	2	1	1	4	1	4	1	3	7	3	2	0	31
PIKE															
	5502 CENTERPOINT SCHOOL DISTRICT	2	1	3	3	2	2	2	4	4	1	2	4	4	30
	5503 KIRBY SCHOOL DISTRICT	1	1	0	1	1	0	1	1	1	2	2	1	0	13
	5504 SOUTH PIKE CO SCHOOL DISTRICT	1	0	2	0	3	2	2	2	3	2	5	3	3	28
	PIKE TOTALS	4	2	5	4	6	4	7	5	5	6	11	5	7	71
POINSETT															
	5602 HARRISBURG SCHOOL DISTRICT	0	1	0	1	3	1	3	1	6	6	9	7	2	40
	5604 MARKED TREE SCHOOL DISTRICT	0	0	0	1	1	0	0	2	0	5	3	6	3	20
	5605 TRUMANN SCHOOL DISTRICT	0	3	5	4	2	3	1	2	4	3	4	4	1	36
	5608 EAST POINSETT CO. SCHOOL DIST.	0	1	0	0	1	0	2	0	2	1	2	2	1	12
	POINSETT TOTALS	0	5	5	6	6	4	6	5	12	15	18	19	7	108
POLK															
	5703 MENA SCHOOL DISTRICT	6	5	11	16	8	6	13	14	7	9	21	11	10	137
	5706 OUACHITA RIVER SCHOOL DISTRICT	0	1	1	3	2	0	1	6	3	5	7	4	4	37
	5707 COSSATOT RIVER SCHOOL DISTRICT	2	0	4	3	2	3	2	2	6	5	9	13	2	53
	POLK TOTALS	8	6	16	22	12	9	16	22	16	19	37	28	16	227

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POPE															
	5801 ATKINS SCHOOL DISTRICT	4	0	5	1	0	2	1	1	4	5	6	8	3	40
	5802 DOVER SCHOOL DISTRICT	2	7	6	2	5	3	4	6	0	4	6	7	4	56
	5803 HECTOR SCHOOL DISTRICT	2	1	2	2	1	0	4	2	3	1	2	5	3	28
	5804 POTTSVILLE SCHOOL DISTRICT	3	4	1	3	1	2	3	4	2	5	0	6	7	41
	5805 RUSSELLVILLE SCHOOL DISTRICT	6	8	12	6	4	17	15	6	14	12	16	13	7	136
	POPE TOTALS	17	20	26	14	11	24	27	19	23	27	30	39	24	301
PRAIRIE															
	5901 DES ARC SCHOOL DISTRICT	3	2	1	3	2	1	0	1	1	0	4	4	1	20
	5903 HAZEN SCHOOL DISTRICT	1	1	1	2	0	0	2	3	1	1	4	3	1	20
	PRAIRIE TOTALS	4	3	2	5	2	1	2	4	2	1	8	4	2	40
PULASKI															
	6001 LITTLE ROCK SCHOOL DISTRICT	42	42	41	30	40	29	45	52	46	56	51	49	41	564
	6002 N. LITTLE ROCK SCHOOL DISTRICT	15	15	20	12	11	13	13	15	12	19	22	24	19	210
	6003 PULASKI CO. SPEC. SCHOOL DIST.	75	77	87	62	89	91	87	103	99	92	134	103	83	1182
	PULASKI TOTALS	132	134	148	104	140	133	145	170	157	167	207	176	143	1966
RANDOLPH															
	6102 MAYNARD SCHOOL DISTRICT	2	1	3	2	1	5	3	2	2	3	4	4	3	35
	6103 POCAHONTAS SCHOOL DISTRICT	5	2	2	0	5	4	1	6	0	6	11	15	7	64
	RANDOLPH TOTALS	7	3	5	2	6	9	4	8	2	9	15	19	10	99
SALINE															
	6301 BAUXITE SCHOOL DISTRICT	2	2	1	3	3	3	1	5	2	4	8	2	3	39
	6302 BENTON SCHOOL DISTRICT	12	10	7	6	7	6	5	4	5	11	16	15	3	107
	6303 BRYANT SCHOOL DISTRICT	20	15	10	22	15	18	26	20	19	20	43	36	23	287
	6304 HARMONY GROVE SCHOOL DISTRICT	1	1	3	2	4	2	2	3	4	4	8	10	3	47
	SALINE TOTALS	35	28	21	33	29	29	34	32	30	39	75	63	32	480
SCOTT															
	6401 WALDRON SCHOOL DISTRICT	1	4	6	3	0	5	2	4	2	4	7	8	6	52
	SCOTT TOTALS	1	4	6	3	0	5	2	4	2	4	7	8	6	52

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SEARCY															
	6502 SEARCY COUNTY SCHOOL DISTRICT	8	5	10	8	4	6	5	9	2	7	12	11	1	88
	6505 OZARK MOUNTAIN SCHOOL DISTRICT	3	2	2	4	4	1	5	5	2	7	4	8	4	51
	SEARCY TOTALS	11	7	12	12	8	7	10	14	4	14	16	19	5	139
SEBASTIAN															
	6601 FORT SMITH SCHOOL DISTRICT	27	22	24	28	27	29	31	18	40	28	52	36	26	388
	6602 GREENWOOD SCHOOL DISTRICT	8	6	10	8	5	6	5	9	7	9	7	11	7	98
	6603 HACKETT SCHOOL DISTRICT	0	1	0	1	0	0	1	0	0	0	2	0	0	5
	6604 HARTFORD SCHOOL DISTRICT	0	0	1	1	0	1	1	1	0	0	3	0	1	9
	6605 LAVACA SCHOOL DISTRICT	4	2	3	0	5	3	4	5	7	2	3	3	2	43
	6606 MANSFIELD SCHOOL DISTRICT	0	2	4	3	3	0	1	4	2	2	2	8	1	32
	SEBASTIAN TOTALS	39	33	42	41	40	39	43	37	56	41	69	58	37	575
SEVIER															
	6701 DEQUEEN SCHOOL DISTRICT	0	3	1	2	3	1	3	5	4	5	4	8	3	42
	6703 HORATIO SCHOOL DISTRICT	0	0	1	0	0	0	1	2	1	2	2	3	2	14
	SEVIER TOTALS	0	3	2	2	3	1	4	7	5	7	6	11	5	56
SHARP															
	6802 CAVE CITY SCHOOL DISTRICT	3	6	1	4	8	8	5	1	5	4	6	8	6	65
	6804 HIGHLAND SCHOOL DISTRICT	1	3	2	2	3	5	3	7	4	8	6	13	6	63
	SHARP TOTALS	4	9	3	6	11	13	8	8	9	12	12	21	12	128
ST FRANCIS															
	6201 FORREST CITY SCHOOL DISTRICT	5	5	6	4	7	6	6	6	9	11	9	6	4	84
	6202 HUGHES SCHOOL DISTRICT	0	0	0	0	0	0	0	1	0	2	1	1	1	6
	6205 PALESTINE-WHEATLEY SCH. DIST.	1	1	1	1	0	0	0	3	1	1	0	0	0	9
	ST FRANCIS TOTALS	6	6	7	5	7	6	6	10	10	14	10	7	5	99
STONE															
	6901 MOUNTAIN VIEW SCHOOL DISTRICT	5	4	13	9	7	10	11	12	17	18	21	16	10	153
	STONE TOTALS	5	4	13	9	7	10	11	12	17	18	21	16	10	153

Home School Student Count for 2011-2012 School Year

By County, District and Grade

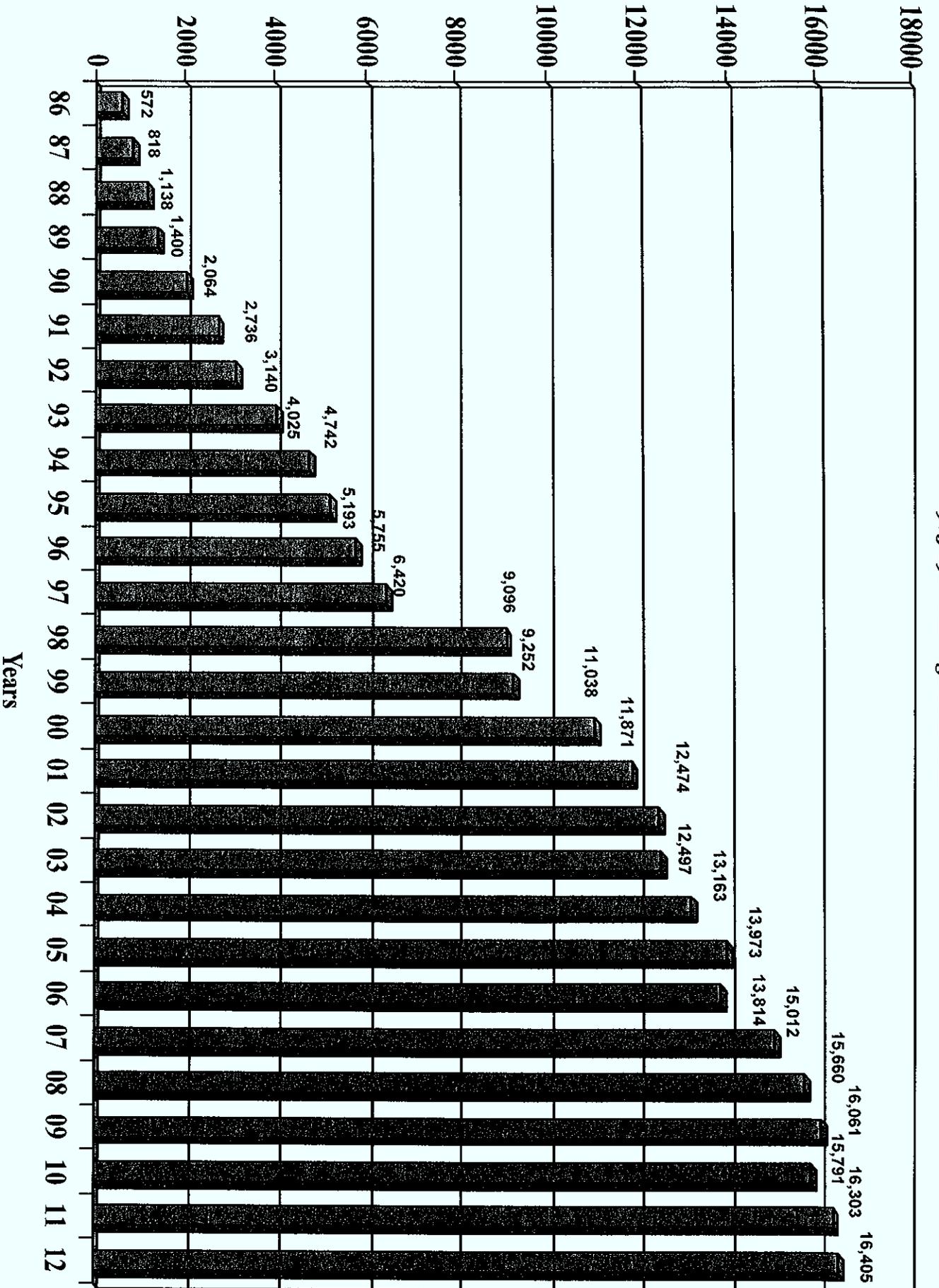
County LEA	District	Kindergarten	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
UNION															
	7001 EL DORADO SCHOOL DISTRICT	4	3	3	2	11	4	4	6	4	4	7	6	4	62
	7003 JUNCTION CITY SCHOOL DISTRICT	0	1	2	1	0	0	1	1	0	1	3	1	1	12
	7006 NORPHLET SCHOOL DISTRICT	1	0	0	0	0	1	0	0	2	0	0	2	0	6
	7007 PARKERS CHAPEL SCHOOL DIST.	1	0	2	0	0	0	0	1	2	1	3	0	1	11
	7008 SMACKOVER SCHOOL DISTRICT	4	1	4	0	1	0	2	0	0	0	3	1	0	16
	7009 STRONG-HUTTIG SCHOOL DISTRICT	0	0	0	0	1	1	0	0	0	0	0	1	2	5
	UNION TOTALS	10	5	11	3	13	6	7	8	8	6	16	11	8	112
VAN BUREN															
	7102 CLINTON SCHOOL DISTRICT	10	10	3	7	3	3	4	4	4	1	12	10	7	79
	7104 SHIRLEY SCHOOL DISTRICT	2	1	0	2	3	4	5	1	3	2	2	4	0	29
	7105 SOUTH SIDE SCHOOL DISTRICT	4	2	2	1	0	1	1	0	2	4	5	7	4	33
	VAN BUREN TOTALS	16	13	5	10	6	8	10	5	6	18	17	18	9	141
WASHINGTON															
	7201 ELKINS SCHOOL DISTRICT	3	4	2	0	5	4	6	2	3	3	9	1	3	45
	7202 FARMINGTON SCHOOL DISTRICT	10	6	4	9	9	6	14	16	10	9	6	9	4	112
	7203 FAYETTEVILLE SCHOOL DISTRICT	20	25	27	21	32	26	21	25	14	18	24	26	15	294
	7204 GREENLAND SCHOOL DISTRICT	7	5	4	10	8	4	5	5	2	5	7	3	0	65
	7205 LINCOLN SCHOOL DISTRICT	5	4	4	7	6	5	3	6	8	5	5	5	2	65
	7206 PRAIRIE GROVE SCHOOL DISTRICT	5	11	6	10	5	5	11	7	9	2	3	5	2	81
	7207 SPRINGDALE SCHOOL DISTRICT	45	34	40	31	24	38	34	42	41	33	48	43	20	473
	7208 WEST FORK SCHOOL DISTRICT	9	6	8	5	6	6	4	8	5	4	5	9	6	81
	WASHINGTON TOTALS	104	95	95	93	95	94	98	111	92	79	107	101	52	1216

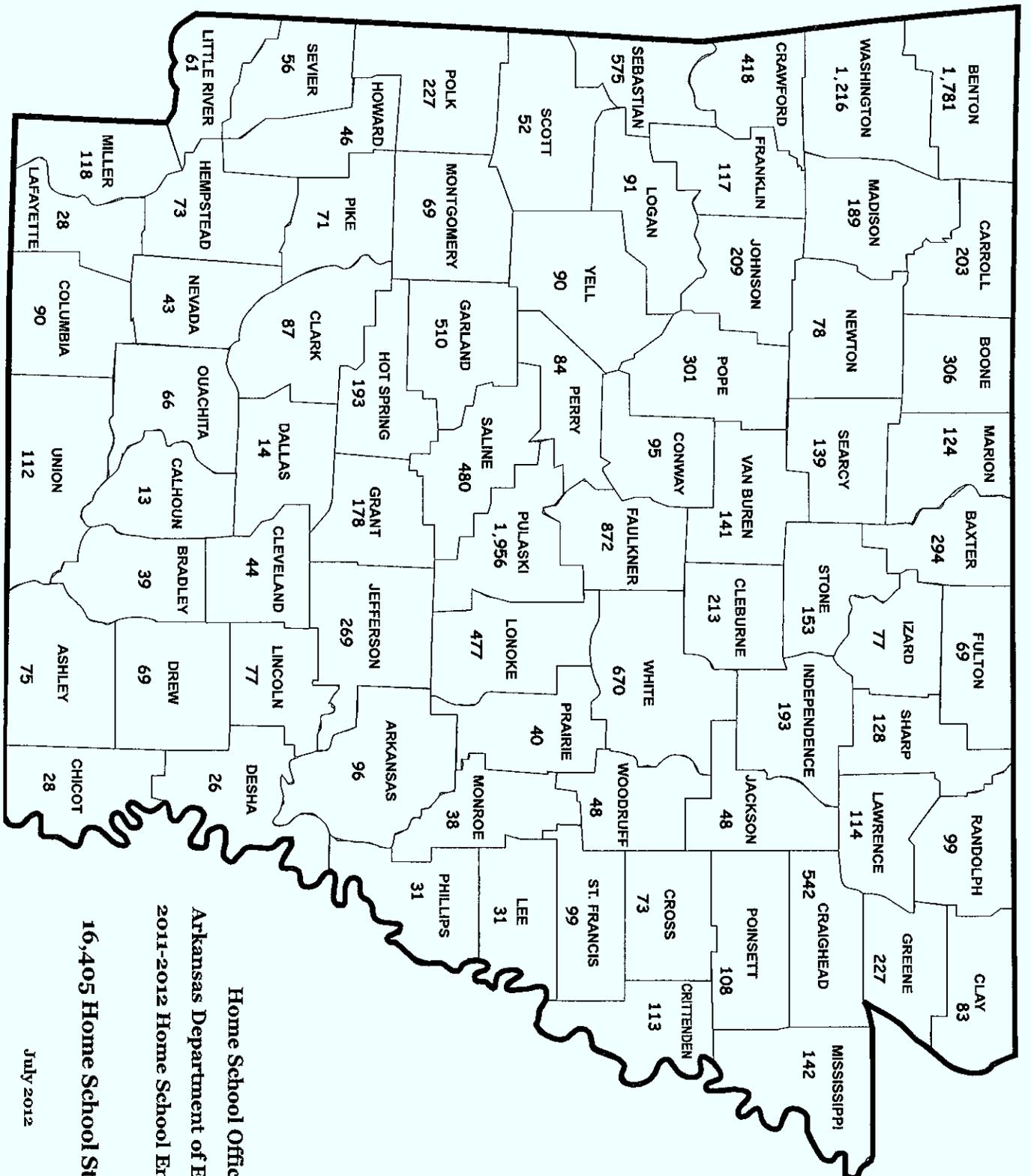
Home School Student Count for 2011-2012 School Year

By County, District and Grade

County LEA	District	Kinder	One	Two	Three	Four	Five	Six	Seven	Eight	Nine	Ten	Eleven	Twelve	Total
WHITE															
	7301 BALD KNOB SCHOOL DISTRICT	2	2	5	5	4	4	5	1	6	3	6	8	5	56
	7302 BEEBE SCHOOL DISTRICT	10	8	8	11	7	15	10	9	11	10	23	17	4	143
	7303 BRADFORD SCHOOL DISTRICT	1	0	1	2	3	2	2	1	2	1	2	5	2	24
	7304 WHITE CO. CENTRAL SCHOOL DIST.	4	0	3	2	1	3	2	2	1	3	6	4	2	33
	7307 RIVERVIEW SCHOOL DISTRICT	2	3	5	3	1	1	3	6	3	7	16	16	7	73
	7309 PANGBURN SCHOOL DISTRICT	3	4	4	0	3	5	2	4	2	1	6	5	6	45
	7310 ROSE BUD SCHOOL DISTRICT	2	1	3	0	2	7	2	0	6	5	5	4	1	38
	7311 SEARCY SCHOOL DISTRICT	14	14	18	17	13	19	17	14	24	23	37	31	17	258
	WHITE TOTALS	38	32	47	40	34	56	43	37	55	53	101	90	44	670
WOODRUFF															
	7401 AUGUSTA SCHOOL DISTRICT	2	0	1	0	0	0	2	0	1	4	1	1	3	15
	7403 MCCRORY SCHOOL DISTRICT	3	2	2	2	1	2	4	3	3	3	5	2	1	33
	WOODRUFF TOTALS	5	2	3	2	1	2	6	3	4	7	6	3	4	48
YELL															
	7503 DANVILLE SCHOOL DISTRICT	0	0	2	0	0	0	1	2	0	0	2	1	0	8
	7504 DARDANELLE SCHOOL DISTRICT	2	3	1	4	2	3	6	2	2	1	9	7	2	44
	7509 WESTERN YELL CO. SCHOOL DIST.	0	0	0	0	0	0	1	0	0	1	2	1	4	9
	7510 TWO RIVERS SCHOOL DISTRICT	2	0	1	1	1	1	1	3	1	4	5	7	2	29
	YELL TOTALS	4	3	4	5	3	4	9	7	3	6	18	16	8	90
	STATEWIDE TOTALS:	1050	1010	1084	1029	1104	1173	1179	1276	1278	1414	1970	1768	1070	16,405

Arkansas Department of Education - Home School Enrollment
1985-1986 Through 2011-2012





Home School Office
 Arkansas Department of Education
 2011-2012 Home School Enrollment
 16,405 Home School Students
 July 2012

Home School Office - Arkansas Department of Education
Home School - 2008

State Summary and Totals	Spring of 2008 Home School percentile		
3rd Grade			
Reading Comprehension	0.61		
Math - Prob. Solv. & Data Interp.	0.56		
4th Grade			
Reading Comprehension	0.66		
Prob. Solv. & Data Interp.	0.60		
5th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.59		
6th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.57		
7th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.59		
8th Grade			
Reading Comprehension	0.60		
Prob. Solv. & Data Interp.	0.57		
9th Grade			
Reading Comprehension	0.61		
Concepts & Problem Solving	0.55		

Home School Office - Arkansas Department of Education
Home School - 2009

State Summary and Totals	Spring of 2009 Home School percentile		
3rd Grade			
Reading Comprehension	0.60		
Math - Prob. Solv. & Data Interp.	0.54		
4th Grade			
Reading Comprehension	0.68		
Prob. Solv. & Data Interp.	0.62		
5th Grade			
Reading Comprehension	0.66		
Prob. Solv. & Data Interp.	0.61		
6th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.57		
7th Grade			
Reading Comprehension	0.61		
Prob. Solv. & Data Interp.	0.58		
8th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.58		
9th Grade			
Reading Comprehension	0.62		
Concepts & Problem Solving	0.53		

Home School Office - Arkansas Department of Education
Home School - 2010

State Summary and Totals	Spring of 2010 Home School percentile		
3rd Grade			
Reading Comprehension	0.62		
Math - Prob. Solv. & Data Interp.	0.57		
4th Grade			
Reading Comprehension	0.67		
Prob. Solv. & Data Interp.	0.60		
5th Grade			
Reading Comprehension	0.67		
Prob. Solv. & Data Interp.	0.61		
6th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.59		
7th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.60		
8th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.59		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.57		

Home School Office - Arkansas Department of Education
Home School - 2011

State Summary and Totals	Spring of 2011 Home School percentile		
3rd Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.57		
4th Grade			
Reading Comprehension	0.68		
Prob. Solv. & Data Interp.	0.61		
5th Grade			
Reading Comprehension	0.67		
Prob. Solv. & Data Interp.	0.61		
6th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.58		
7th Grade			
Reading Comprehension	0.65		
Prob. Solv. & Data Interp.	0.60		
8th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.59		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.56		

Home School Office - Arkansas Department of Education
Home School - 2012

State Summary and Totals	Spring of 2012 Home School percentile		
3rd Grade			
Reading Comprehension	0.59		
Prob. Solv. & Data Interp.	0.53		
4th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.57		
5th Grade			
Reading Comprehension	0.64		
Prob. Solv. & Data Interp.	0.58		
6th Grade			
Reading Comprehension	0.61		
Prob. Solv. & Data Interp.	0.52		
7th Grade			
Reading Comprehension	0.63		
Prob. Solv. & Data Interp.	0.58		
8th Grade			
Reading Comprehension	0.62		
Prob. Solv. & Data Interp.	0.57		
9th Grade			
Reading Comprehension	0.63		
Concepts & Problem Solving	0.57		

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

2011-2012 School Year

(Do not modify/revise ADE forms)

District LEA # _____ (District use only)

Submit/Mail all forms to Superintendent's Office ONLY
Check your local phone book or Arkansas Department of Education website for district address

TESTING: State law requires that home school students in grades 3 through 9 test every year. The tentative test date for home school students will be in April of 2012. Please check the Home School Testing website for more information at <http://www.arkhomeschooltesting.org>. Parents/legal guardians that are registered for the current school year will receive written notification of the test dates, times, and sites later in the school year. Please contact the Arkansas Home School Testing Office if you have questions regarding testing. (501) 354-3136

Notice of Intent to Home School

Arkansas Department of Education-Home School Office (501) 682-1874
<http://arkansased.org/about/schools/home.html>

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

In accordance with the procedures established for the Implementation of Act 1117 of 1999, I/we hereby give notice to _____, Superintendent of the _____ School District, _____ County, of my/our intent to provide home instruction to my/our own child(ren) located at: _____, _____, AR _____, beginning date for 2011-2012 _____ (Month/Day/Year)

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

Print or Type Parent's Address _____ City _____ Zip _____

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

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

Student Information:

*Student has an IEP on file	PRINT or TYPE STUDENT'S NAME <i>Please print clearly and legible</i> Give Full Legal Name			Date of Birth Month/Day/Year	Sex (Circle one)	GRADE LEVEL COMPLETED LAST SCHOOL YEAR (Circle one)	GRADE LEVEL STUDENT IS IN THIS YEAR STUDENTS IN GRADES 3 through 9 MUST TEST (Testing - April 2012)	Name of School Last Attended:	Permanently Exempt from Home School Testing Grades 3-9 <i>Per Home School Test Coordinator</i> Place check in box	Type of School Last Attended (Circle one)
	FIRST	MIDDLE	LAST							
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home
					M F	0 K 1 2 3 4 5 6 7 8 9 10 11				Public Parochial Private Home

HOME SCHOOL WAIVER FORM

(Do not modify/revise form)

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

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

- 1) I am the parent or legal guardian of the child(ren) listed below.
- 2) I have fully read and understand the terms of this waiver.
- 3) As of the date I sign this waiver, I hereby acknowledge that the State of Arkansas is not liable for the education of the child(ren) listed below during the time I choose to home school the child(ren).

Please print clearly and legible. Give student's Legal Name.

STUDENTS FIRST, MIDDLE, AND LAST NAME	DATE OF BIRTH

Signature of Parent/Guardian

Date

Address

Phone (area code & number)

City, State, Zip

(Revised May 2012)



ARKANSAS
DEPARTMENT
OF EDUCATION

MEMO

DATE: August 24, 2012
TO: Commissioner of Education, State Board of Education Members
FROM: Public Charter Schools Office
SUBJECT: Covenant Keepers College Preparatory Charter School Quarterly Report

Please see the attached quarterly report for Covenant Keepers College Preparatory Charter School regarding financial status and lease as required by the State Board of Education.

Financial Summary Report
Covenant Keepers Charter School
August 24, 2012

I. Enrollment

2011-2012 School Year	2012-2013 School Year
Grades 6-11	Grades 6-12
May 2012 ---- 217	August 2012 ---- 242

II. 2011-2012 End of Year Balances

Operating Fund	\$61,998
Federal Special Education (Zero balance in Title I)	\$22,019
Federal Food Service	<u>\$ 571</u>
Total Funds Available	\$84,588

III. Preliminary Projected Budget 2012-2013

Foundation Aid Per 8/6/2012 Printout	\$1,623,153
Certified Salaries/Benefits	\$ 640,000
Classified Salaries/Benefits	\$ 330,000
Maintenance/Operation	<u>\$ 653,153</u>
Total Projected Expenditures	\$1,623,153

NOTE: This projection does not include categorical funds or federal funds because information regarding these funds is incomplete.

*Find attached a copy of the 2012-2013 lease agreement between Covenant Keepers Charter School and Talon Property Management. The lease agreement terminates June 30, 2013.

LEASE AGREEMENT

This Agreement, made this 10th day of June, between Talon Property Management, whose address is 8505 Geyer Springs Road, Little Rock, AR 72209 (the Lessor) and City of Fire Community Development Center, Inc., whose address is 10510 Interstate 30, Suite 8, Little Rock, AR 72209, (the Lessee) Witnesseth:

1. Leased Premises. For and in consideration of the rents, covenants and agreements herein entered into and agreed upon by the Lessee as obligations to the Lessor, the Lessor lets, leases and demises until Lessee, subject to the terms and conditions contained herein, the following described property situated in Pulaski County, Arkansas:

8300 Geyer Springs Road, Little Rock, AR 72209.

To have and to hold the premises unto the Lessee for and during the term herein stated, subject to the covenants, terms, conditions and liens herein contained.

2. Term. This lease shall commence on July 1, 2011, and shall extend for a term of 24 months, ending at midnight on June 30, 2013.

3. Rent. Lessee agrees to pay to Lessor rental of \$157,500 per year payable in installments of \$39,375 per each calendar quarter. Each installment payment shall be paid in advance on the first day of each calendar quarter during the term of this lease. Moreover, Lessee shall pay to Lessor a security deposit in the amount of \$16,000 prior to the commencement of this lease as defined in paragraph 2. A \$200 late payment penalty will be applied to any payments made after its due date.

4. Signs. Lessee shall not erect or install any exterior signs or advertising of any kind without the written consent of Lessor having first been obtained. Lessee agrees not to utilize any form of advertising that may or shall be deemed objectionable to Lessor or to the general public, including but not limited to loudspeakers, phonograph or related electronic equipment, radios, or similar devices which will be operated in such a manner as to project sound outside of the leased premises.

5. Lessor's Repairs. Lessor shall maintain the exterior walls and roof of the structure upon the leased premises in a reasonable state of repair and shall make such repairs to the surface of the parking area as may be required to keep and maintain the same in a good and tenantable condition. If Lessee is deprived of the use of a substantial portion of the leased premises during the making of any such repairs by the Lessor, the rent shall be abated or proportionately reduced according to the extent to which Lessee is deprived of such use.

6. Lessee's Repairs. Lessee shall keep the interior of the building, including interior walls and doors, wiring, plumbing, and window and door glass, in good repair, and shall maintain the heating and air conditioning equipment, all at Lessee's expense. Lessee agrees to satisfy promptly any lien or valid claim asserted against the leased premises for work done or materials furnished. Lessee shall, at the termination, surrender or forfeiture of this lease, return the premises with the interior, including all of the above items, in as good and satisfactory condition as the same was at the beginning of the lease, normal wear and tear excepted. The Lessee shall have a period of thirty (30) days after taking possession of the leased premises to report any items that are not in good sanitary order, condition or repair.

7. Taxes. Lessee shall pay any and all ad valorem taxes and special improvement district taxes levied and assessed against the premises and the improvements located thereon during the term of this lease. Such taxes and assessments shall be pro-rated for any fractional calendar year.

8. Use. Lessee agrees to use the leased premises for the purpose of operating a charter school and for no other purpose or purposes without the written consent of Lessor and the Arkansas State Board of Education having been obtained in advance.

9. Payment of Rent and Notices. The rent payable hereunder shall be paid to Lessor at 8505 Geyer Springs Road, Little Rock, AR 72209. Any notice provided for herein shall be given by certified mail with postage prepaid, addressed, if to Lessor, at the address to which the rent is then paid, and if to Lessee, at 10510 Interstate 30, Suite 9, Little Rock, AR 72209. The person and the place to which notices are to be mailed may be changed by either party by notice to the other party.

10. Assignment. Lessee shall not assign this lease or sublet the leased premises without prior written consent of the Lessor and the Arkansas State Board of Education. Any such assignment or subletting shall in no way relieve Lessee from liability for the obligation imposed by this lease. Lessee may only be released from liability by a specific written release executed by Lessor.

11. Lessee's Default. If Lessee shall be in default as to the payment of rent for a period of thirty (30) days, or as to any other covenant herein provided for more than thirty (30) days after receipt of notice from Lessor specifying such default, or if any petition be filed in bankruptcy, including petitions for arrangements and reorganizations, by or against Lessee and such petition be not dismissed within thirty (30) days after its filing, or if a receiver or trustee be appointed for Lessee by reason of Lessee's insolvency or inability to pay its creditors, Lessor shall have the right, without limitation upon any other rights which may be given Lessor by law or by any other provision of this lease agreement, to re-enter the leased premises and relet the same as agent for Lessee upon the best terms and conditions reasonably obtainable, and Lessee shall be liable to the Lessor for the difference, if any, between the rent so obtained and the minimum rent stipulated to be paid in this lease. Lessee agrees that in such event, it will vacate the leased premises without further notice, and if it becomes necessary to bring any legal action to recover possession, Lessee agrees to pay a reasonable fee for the attorney of Lessor in such action.

12. Non-Waiver. It is agreed that the failure of Lessor to invoke any of the available remedies under this lease or under law in the event of one or more breaches or defaults by Lessee under the lease shall not be construed as a waiver of such provisions and conditions and shall not prevent Lessor from invoking such remedies in the event of any future breach or default.

13. Holdover. Lessee hereby agrees that upon the termination of this lease by expiration or by earlier termination for any reason whatsoever, Lessee will peaceably deliver possession of the leased premises to Lessor. In the event Lessee shall be permitted by Lessor to hold over after the expiration or termination of this lease, or any extension thereof, such holding over (in the absence of any written agreement to the contrary) shall be construed as a tenancy from calendar month to calendar month at a monthly rental equal to the rental for the last month paid under this lease. A month-to-month tenancy arising by Lessee's holding over under this paragraph may be terminated by written notice from either party to the other party on or before the day on which any monthly rent is due with termination not becoming effective until the day on which the next following monthly rental would have otherwise become due. In the event it should become

necessary for Lessor to institute any action at law to recover possession at the time of termination, whenever and however termination may occur, Lessee agrees that it will pay all costs and expenses of such action, including reasonable attorneys' fees.

14. Casualty. If at any time the leased premises, should be damaged by fire, or other major casualty not the fault of Lessee, and the cost of repairing the damage does not exceed twenty percent (20%) of the value of the improvements of the premises herein leased, then Lessor shall as soon as reasonably practicable repair the damage caused by fire or other casualty. If, however, the damage should exceed twenty percent (20%) of the value of the improvements of the premises herein leased, then Lessor shall have the option of either repairing the premises as set out above or terminating this lease as of the date of fire or other casualty by notice to Lessee within thirty (30) days after such date. If the damage should render the leased premises untenable for the use of the Lessee's business as set forth herein, the rental from the date of fire, or other major casualty not the fault of Lessee, to the date of the completion of the restoration of the premises shall be abated, such abatement being figured on a pro rata basis of the rentals, herein provided.

15. Condemnation. In the event all of the leased premises or such part thereof as renders the leased premises unsuitable for use in the activity or business of the Lessee, shall be acquired or taken by eminent domain for any public or quasipublic purpose, then the term of this lease shall cease and terminate as of the date of taking.

In the event that a partial taking does not render the leased premises unsuitable for use in the activity or business of the Lessee, this lease shall continue in full force and effect with a reduction in the rent proportionate to the amount of usefulness or necessity of the leased premises actually taken.

All damages awarded as a result of any taking, except such damages as are herein defined as Lessee's damages, shall be awarded to Lessor. Lessee shall be entitled to receive all damages which are compensation for damages to the leasehold estate and for removal of Lessee's business, fixtures, furniture and equipment. Lessee's right to damages shall be a right against the taking authority alone, and Lessee shall not be entitled to recover any damages from Lessor.

16. Insurance on Improvements. Lessee shall maintain, at Lessee's expense, fire, hazard and extended coverage insurance, including plate glass insurance, in the amount of the replacement value of any improvements erected upon the leased premises. A certificate of such insurance shall be delivered to Lessor prior to the inception of this lease. Lessee shall reimburse Lessor for the premiums paid for such insurance upon receipt of notice of the amount due, if Lessor is required to pay such premiums.

17. Insurance on Lessee's Property. Lessee shall be solely responsible for maintaining insurance on, its property, including but not limited to movables, trade fixtures installed by Lessee, furniture, furnishings and inventory.

18. Liability Insurance. Lessee shall, during the term of this lease, maintain public liability insurance on the leased premises and on the business operated by the Lessee or any subtenant occupying the leased premises. The limits of such public liability insurance shall afford minimum protection of not less than \$2,000,000 combined single limit coverage of bodily injury, property damage or combination thereof. The policy representing such insurance shall name Lessor, its successor, or his heirs and assigns, and Lessee as insured. Such policy shall contain a clause that the insurer will not cancel or change the insurance without giving Lessor, its

successors, or his heirs or assigns, ten (10) days' written notice, and a certificate of such insurance shall be delivered to Lessor prior to the inception of this lease.

19. Common Areas. Any parking area or other common areas which Lessor may provide shall be for the joint use of Lessor, Lessee, other tenants of Lessor, and the customers, invitees and employees of Lessor, Lessee, and other tenants of Lessor; Lessor hereby grants to Lessee the right, during the term of this lease, to use any parking area and other common areas which may be provided in common with others entitled to the use thereof. The use thereof shall be subject to such reasonable regulations or limitations as Lessor shall make or require from time to time.

20. Compliance with Laws. Lessor and Lessee agree not to violate any law, ordinance, rule or regulation of any governmental authority having jurisdiction of the leased premises and, if required solely by reason of Lessee's type of business, to make nonstructural repairs, improvements and alterations to the interior of the building on the leased premises and the common areas required by such authority.

21. Trash. All trash and refuse deposited outside the building must be placed in sufficient receptacles furnished by Lessee.

22. Title and Quiet Enjoyment. Lessor covenants and warrants that it is the owner in fee simple absolute of the leased premises and may lease the premises as herein provided. Upon payment by Lessee of the rents herein provided and upon the observance and performance of all the covenants, terms and conditions upon Lessee's part to be observed and performed, Lessee shall peaceably and quietly hold and enjoy the demised premises for the term hereby demised without hindrance or interruption by Lessor or any other person or persons lawfully or equitably claiming by, through or under Lessor, subject to the terms and conditions of this lease.

23. Succession. This lease agreement shall inure to the benefit of and be binding upon the parties hereto and their respective heirs, successors and assigns.

24. Waste. Lessee agrees not to commit waste, nor permit waste to result or to be done to or upon the property and premises; not to conduct any business thereon or therein, nor store or permit to be stored thereon or therein any explosives, combustible substances or materials of any nature, which would increase the fire hazard or cause a premium to be charged for insurance higher than that charged for the present use of such property; and not to operate, nor permit to be operated, nor to exist thereon or therein, any public or private nuisance.

25. Assets. Lessor and Lessee agree that pursuant to Ark. Code Ann. § 6-23-506: Upon dissolution of the open-enrollment charter school or upon non-renewal of the charter, all net assets of the open-enrollment charter school purchased with public funds shall be deemed the property of the State, unless otherwise specified in the charter of the open-enrollment charter school.

26. State Immunity. Lessor and Lessee agree that no indebtedness of any kind incurred or created by the open-enrollment charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the open-enrollment charter school shall involve or be secured by the faith, credit or taxing power of the State or its political subdivisions.

Furthermore, Lessor and Lessee agree that the Lessee shall not use the moneys received from the State pursuant to Ark. Code Ann. §§ 6-23-101, 6-23-201, 6-23-301, 6-23-401 or 6-23-

501 et seq., for any sectarian programs or activity or as collateral for any debt, including any debt incurred by Lessee to Lessor pursuant to the provisions of the Lease Agreement.

27. Use of State Funds. Lessor and Lessee agree that Lessee shall not pay for any improvements, upgrades, additions or repairs to the leased facility described herein except as a reasonable part of the agreed upon rent payment described in paragraph 3 and those agreed upon Lessee repairs agreed upon in paragraph 6 of this Agreement. Furthermore, to the extent that any portion of rent payment in paragraph 3 or Lessee repairs in paragraph 6 are to be paid from State funding, the Lessor and Lessee shall provide a detailed budget and expenditure report specifying exactly that portion of rent payment or repair cost concerning any improvements, upgrades, additions or repairs to the lease facility and the amount of State funds to be used to support those components of the rent or repair cost to the Lessee.

28. State Approval. Lessor and Lessee agree that to the extent this Lessee will use any State funds from the Arkansas Public School Fund to pay the obligations of this lease agreement, the Lessee is first required to submit a copy of a detailed lease agreement (along with attached budget and expenditure report) setting forth all terms required herein along with any other relevant information required by the Arkansas State Board of Education and obtain the express approval of the Arkansas State Board of Education; otherwise this Agreement shall be considered null and void. Furthermore, neither the Lessor nor the Lessee shall change the terms or conditions of this Agreement without first obtaining the express approval of the Arkansas State Board of Education. Any such change without the express approval of the Arkansas State Board of Education shall be considered null and void to the extent State funds are used as consideration to meet the obligations contained herein.

29. Health, Safety, Facility and Zoning Codes. The Lessor and Lessee agree that the above described lease facility and the location of the facility comply with and meet all health, safety, facility and proper zoning codes of the State of Arkansas or any political subdivisions of the State. Specifically, the Lessor agrees covenants and warrants that the above described lease facility meets all state and local laws, regulations and ordinances with regard to fire, safety and health code conditions and requirements and that the facility is properly located in an appropriate zoned area sufficiently removed from any adult novelty, liquor or gaming locations of business or transaction so as to comply with state or local laws, ordinances or regulations and thus be in compliance with Ark. Code Ann. § 6-23-401.

30. Severability. Each paragraph of this lease agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph is invalid or unenforceable for any reason, all remaining paragraphs and subparagraphs will remain in full force and effect.

31. Interpretation. This lease agreement shall be interpreted according to and enforced under the laws of the State of Arkansas.

32. Entire Agreement. This lease agreement contains the entire agreement of both parties hereto, and no other oral or written agreement shall be binding on the parties hereto. This lease agreement supersedes all prior agreements, contracts and understandings of any kind between the parties relating to the subject matter thereof. This agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

33. Notice. All notices, requests, demands and other communications required by or permitted hereunder shall be in writing and shall be deemed to have been duly given when received by the party to whom directed; provided, however, that notice shall be conclusively deemed given at the time of its deposit in the United States mail when sent by certified mail, postage prepaid, to the other party at the following addresses (or at such other addresses as shall be given in writing by either party to the other):

8505 Geyer Springs Road, Little Rock, AR 72209

34. Release of Dower: The undersigned, wife of Lessor herein, does hereby release and relinquish unto Lessee, for the term hereof and any extension thereof, all rights of dower and homestead which she has in the leasehold estate conveyed hereby to Lessee.

IN WITNESS WHEREOF, the parties hereto have hereunto set their hands and seals on this 10th day of June.

Lessor

Lessee

THIS AGREEMENT made between Talon Property Management Inc. (the Lessor) and City of Fire Community Development Center, Inc. (the Lessee), WITNESSETH:

For and in consideration of the covenants and agreements hereinafter contained, Lessor does hereby let, lease and demise unto Lessee, and Lessee does hereby lease from Lessor, the following described premises in the City of Little Rock, County of Pulaski, State of Arkansas:

Talon property Management Inc.

8505 Geyer Springs RD Little Rock, AR 72209 Tel (501) 5657767 Fax (501) 562-3242

Date 12/12/11

Subject: Rent Payment

Dear Ms Taytum,

Per Our Conversation on the date above, you have expressed interest in changing the method of paying the rent on the property located on 8300 Geyer Springs Rd in little Rock, Ar 72209. You have asked to pay the rent monthly instead of paying three months in advance as stated in the lease. After consideration, we have granted your request on the basis of:

- 1- The Payment **MUST** be made promptly on or before the first (1st) of each month by the close of business day (no later than 5:00PM).
- 2- A person from Talon property management will visit the school on the first to collect the rent
- 3- After the close of business day on the first, if the payment is not made, a 5% penalty will be charged and payment **MUST** be made the next business day.
- 4- If for any reason the above conditions were not honored, the landlord has the right to cancel this agreement and revert back immediately to the original lease and the lessee **MUST** pay the rent in advance every quarter until the end of the lease.

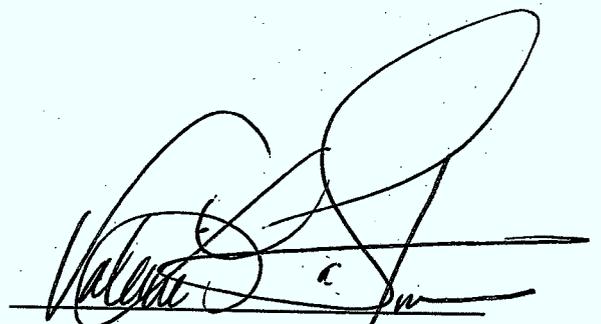
Thank You



Maurice Mahmoud

Talon property management Inc.

Landlord



Valerie Taytum *Tatum*

Lessee

RECEIVED
COMMISSIONER'S OFFICE

AUG 27 2012

DEPARTMENT OF EDUCATION

Dr. Renaldo J. Hemphill
2818 South Cherry Street
Pine Bluff, AR 71603

Re: Inclusion on September board meeting agenda.

Dear Arkansas Department of Education Board:

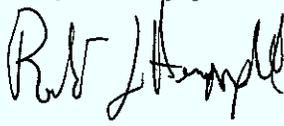
ADHE reports that the 2011 college going rate is 52.2%. The graduation rate for Arkansas's public higher education institutions has hovered around 38%. This means that 62% of first time entering freshmen do NOT graduate within six years. The U.S. census notes that only 19.1% of Arkansans above the age of 25 have a B.S. degree.

My name is Dr. Renaldo J. Hemphill I am a native Arkansan dedicated towards improving the level of education in Arkansas. After noticing many of the preventable pitfalls that setup students for failure in college, I wrote a book - How to Go to College in Seven EASY Steps - to address them. While there are transitional skills programs in the high schools there is no transitional skills book that takes one step by step to an enriching education and a rewarding career.

I am currently on tour going across Arkansas with workshops spreading the word. I noticed that you have a board meeting on September 13th and would like to present the book as a low cost transitional skills tool that will greatly impact student outcomes.

Feel free to contact me at (479) 409 9009 or at rj@renaldohemphill.com. I look forward to seeing you at the meeting.

Respectfully yours,

Renaldo J. Hemphill, Ph.D.

Don't miss another chance to get what you need to succeed.

Everybody knows somebody that wants to go to college. That person might just be YOU. Whether you are a student who have not had the benefit of thorough guidance and counseling at high school; or are coming from a family to whom a higher education has only ever been a dream this is your guide through all the confusion and pitfalls that seem to loom when considering how to navigate the college application process.

This book shows you how to figure out what you want to study, how to decide what career choice, and select subjects to study, and how to find the best college/university to apply.

HOW TO GO TO COLLEGE IN SEVEN EASY STEPS

RENALDO HEMPHILL, Ph.D.

It also shows you the many avenues and ways in which to select a school of higher education and how to apply to schools for admission. Packed with detailed explanations, tips and pointers that assist you in making sure you cover all the aspects required and submit successful applications. Tips are also provided for successful interviews essays and how prospective students can prepare themselves through writing admissions tests.

How to finance your studies is also explained in detail, with an emphasis on aiming for a debt-free degree or certification. Financial aid is broken down into the various available options as well as how to apply for scholarships. What to do once acceptance letters arrive and how to prepare to attend the future school is also detailed.

All that remains after that is to GO! And to enjoy the pursuit of higher education as it opens up new vistas on a promising, exciting future.

Speeches and workshops are available.

Dr. Renaldo J. Hemphill
(870) 489-3897 | www.sevenstepstocollege.com

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR
STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE
October 10, 2011

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.

4.01.1 If an Arkansas public college or university or private institution requires a college course placement score greater than a score of 19 on the ACT or

an equivalent measure, the public school student must meet that institution's concurrent admissions and course placement requirements.

4.01.2 A student in grade 12 who possesses at least an ACT sub-score of 17 in English, reading or mathematics (or an equivalent measure) may enroll in remedial/developmental education courses in English, reading and mathematics at a publicly supported community college, technical college, four-year college or university, or private institution.

4.01.3 Any institution of higher education offering a remedial/developmental education course(s) must inform the public school student, verbally and in writing, that successful completion of remedial/developmental education courses in English, reading and mathematics at one college or university does not guarantee college course placement at another Arkansas college or university, unless there is a written/*signed* college course placement agreement with the other Arkansas college or university. *A list of the institutions of higher education with a signed college course placement agreement must be 1) included in the signed Memorandum of Agreement between the school district and college/university, 2) published in the current college/university catalog, and 3) posted on the college/university website.*

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. *Participation in the concurrent high school and college credit program must be documented by a written agreement between:*

4.02.1 The public school student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);

4.02.2 The public school or public school district where the student is enrolled; and

4.02.3 The publicly supported community college, technical college, four-year college or university, or private institution.

4.03 Students must comply with applicable enrollment or graduation requirements of the public high school the student attends *while the student participates in the concurrent credit program. Public school students who previously earned high school credit through the concurrent credit program shall maintain the earned credit through graduation, regardless of whether the student subsequently*

transfers to a public school or school district that opts not to participate in the concurrent credit program.

- 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 in the same subject area. A three-semester hour remedial/developmental education course shall be the equivalent of one-half unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.
- 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, unless the costs for these courses are paid by the public school district, a college/university scholarship, a grant, or a private foundation. If the costs for a higher education course(s) are paid by the public school district, a college/university scholarship, a grant, or a private foundation, a signed agreement must exist between the public school district, the external entity or foundation, and the publicly-supported or private institution of higher education.
- 4.07 Public school students in grade 12 who are enrolled in remedial/developmental education courses will not be counted for public higher education funding purposes.
- 4.08 Nothing in these rules 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 a concurrent credit program.
- 4.09 Any public school district and publicly supported or private institution of higher education that chooses to participate in a concurrent credit program shall implement and carry out the concurrent credit program in accordance with the rules of the Arkansas State Board of Education and the policies of the Arkansas Higher Education Coordinating Board.

5.0 — 2011-2012 PILOT PROJECT

- ~~5.01 For the 2011-2012 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 2011-2012 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 2012, the Arkansas Department of Education and the Arkansas Department of Higher Education shall present its findings to the Arkansas State Board of Education.~~

Public Comment Matrix – ADE Rules Governing Concurrent Credit

Date	Respondent	Comment	ADE Response
7/23/2012	Dr. Sandra Robertson, University of Arkansas at Little Rock	Add institutional scholarships to Section 4.06	Comment accepted. The proposed revision will be made. Some colleges and universities currently offer institutional scholarships for concurrent courses.
7/24/2012	Marcia Lawrence, Principal, Dardanelle High School	<p>In regard to Section 4.04, I am very much against allowing three college hours to count as one Carnegie Unit.</p> <ul style="list-style-type: none"> • Freshman level college classes are often less rigorous than upper level high school classes • The actual student/teacher hours of interaction are drastically cut in a three-hour college class as opposed to a five-day a week high school class. • For 17 year-olds, actual time to internalize and have guided practice deepens skills tremendously. • Our goal in high school is to prepare our children, not just pass freshman classes, but to have deep skills needed at the college sophomore level and beyond. • We do not concur that encouraging 17 year olds to forego part of high school is generally in their best interest. Decreasing the time needed to complete high school graduation requirements does exactly this. 	<p>Comment considered and accepted in part. As stated in Section 4.08 of the rules, participation in the concurrent education program by a public school or institution of higher education is entirely voluntary. The proposed rules were based upon favorable results from a concurrent credit pilot program administered during the 2010-2011 and 2011-2012 school years. The Arkansas Department of Education believes that school districts and institutions of higher education should at least be allowed the option to participate in the program. Section 4.02 was revised to clarify the voluntary nature of the participation in the program by requiring a written agreement between the student (or student’s parent(s)), the public school district or public school where the student is enrolled, and the publicly-supported institution of higher education.</p>
7/27/2012	Tammy Tucker, Cabot Public Schools	Request for clarification: The major change seems to be in the amount of credit issued for a college course – increasing from ½ unit to one unit for a 3-	Comment considered. The revision to 4.04 is one of the revisions to the proposed rules and would allow three semester hours of college credit to count as one

Public Comment Matrix – ADE Rules Governing Concurrent Credit

		hour course. Will that be retroactive? We have several students who have enrolled in summer college courses. How much credit will be issued if the final rules are approved?	unit of high school credit in the same subject area. For a three-hour remedial/developmental education course, three semester hours will be the equivalent of one-half unit of credit for a high school career focus elective. The application of the rules cannot be made retroactive.
7/30/2012	Cynthia Hodges, Counselor, Dardanelle High School	<p>There are things that need to be considered before approval of the proposed rules. The key point of consideration is 4.04.</p> <ul style="list-style-type: none"> • Considering a three semester hour college equivalent to one unit of high school credit is out of line. Most college courses require students to meet with an instructor either three times a week for one hour or two times a week for an hour and a half. High school courses require the student meet with the instructor fifty to fifty five minutes five days per week. • Many freshman level college courses are now led by graduate assistants or even offered on-line. High school courses are taught by highly qualified teachers specifically trained to nurture students of that age to develop skills needed to be both personally and academically successful at the college level. • College institutions do not have an attendance policy. Therefore it is possible that a student enrolled in a class could miss out on the opportunity to learn from an instructor without accountability. High school students are required to attend classes and if they are not in attendance, policies are in place to get them back as soon as possible. One has to question the 	Comment considered. As stated in Section 4.08 of the rules, participation in the concurrent education program by a public school or institution of higher education is entirely voluntary. The proposed rules were based upon favorable results from a concurrent credit pilot program administered during the 2010-2011 and 2011-2012 school years. The Arkansas Department of Education believes that school districts and institutions of higher education should at least be allowed the option to participate in the program.

		<p>depth and quality of a course/class that a student can earn credit in/pass without regular interaction with a qualified instructor.</p> <ul style="list-style-type: none"> • Asking a high school to count credit for a course with a curriculum and instructor not geared for our students nor trained for their needs is not prudent. High school administrators are trained to oversee curricular needs and guide teachers to maximize curriculum tied to the Arkansas State Standards. These standards are ever-changing as the needs of our students change. • Most colleges are hesitant to accept credit from other institutions citing the need of the student to go through their courses specifically. High schools are equally hesitant to grant credit toward graduation from institutions other than high schools. • It is the high school that often receives the brunt of government and media criticism for awarding high school diplomas to students that are “not ready.” When high schools are required to accept course work from other institutions they lose the ability to monitor what and how students are being taught making it more difficult to ensure our students are “ready.” • I think it is tragic that our society seems to associate earning college credits or finishing high school early as a badge of honor. All in all, members of society seem to be in a huge hurry for and about everything. There is a great danger in hurrying a child through important developmental stages in their lives. If a fifteen 	
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		<p>year-old child is emotionally and academically “ready” for college courses, there is a discrepancy. Either our public and private school teachers are working miracles they are not being recognized for, or college institutions have lowered their standards in a way that makes the value of a college diploma greatly diminished.</p> <ul style="list-style-type: none">• I truly hope that this committee considers a compromise that might allow limited college credit to be worked in for interested high school students without making it a goal or priority to get students out of high school with numerous college credits. If high school courses are not preparing students for college and the workforce, the focus should be on creating a curriculum or a plan that will have them prepared to enter college and continue to grow throughout the complete college experience rather than being in the express lane to hurry through.• Proponents of concurrent credit speak of the money this will save Arkansas students in tuition. With the Arkansas Academic Challenge Scholarship funded by the Arkansas Lottery, most high school students who want to attend college will be eligible to have most or all their college tuition paid.• Others cite the advantage of finishing college earlier to enter the workforce. Unless things change drastically, there is and will continue to be a limited workforce to enter.	
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Public Comment Matrix – ADE Rules Governing Concurrent Credit

		<ul style="list-style-type: none"> I feel strongly that we as educators should work with our students to give them every advantage possible. However, I do not feel that rushing students through, giving them unrealistic expectations of college, or focusing on college credit as opposed to a solid high school curriculum as opposed to a solid high school curriculum and instruction is flawed. 	
7/31/2012	Dr. Dennis Rittle, Ozarka College, Melbourne	Concur and support the proposed changes to the rules.	Comment considered.
8/1/2012	Dr. Ray Wallace, University of Arkansas at Fort Smith	<p>Does this mean that remedial courses will count as part of a high school graduation requirement? (4.01.2/4.04)</p> <p>Does this include remedial courses also? (4.05)</p> <p>Does this mean universities can no longer discount concurrent courses to high schools? (4.06)</p> <p>We do not want to get into the remedial education business for high school students. (4.07)</p>	<p>Comment considered. Remedial/developmental education courses shall be the equivalent of one-half unit of credit for a high school career focus elective.</p> <p>Yes. Up to one-half unit for a high school career focus elective may be earned for remedial courses.</p> <p>No. Colleges and universities may discount concurrent courses to high schools.</p> <p>Comment considered. Participation in the program is entirely voluntary.</p>
8/1/2012	Pam Gross, Mena Schools	<p>In working with colleges and seniors, I do not think the curriculum for a 1 semester college course equals the minutes nor the curriculum goals to earn a full Carnegie unit in high school.</p> <p>Higher education could make the college classes meet more total hours and re-evaluate the curriculum they present and then consider this proposal.</p>	Comment considered. As stated in Section 4.08 of the rules, participation in the concurrent education program by a public school or institution of higher education is entirely voluntary. The proposed rules were based upon favorable results from a concurrent credit pilot program administered during the 2010-2011 and 2011-2012 school years. The Arkansas Department of Education believes that school districts and institutions of higher education should at

Public Comment Matrix – ADE Rules Governing Concurrent Credit

		I cannot agree with the proposed rule is to give 1 full Carnegie unit for a one semester course without other considerations. We are looking for MORE rigor in coursework, not less.	least be allowed the option to participate in the program.
8/2/2012	Connie Davis, Mena Schools	<p>A 3-hour college course should not count as 1 credit for high school since the colleges over the state do not follow a common curriculum.</p> <p>Also, there are not enough hours met in class as compared to the hours that a high school student meets in class.</p> <p>A 3-hour remedial college course should not count as any credit hour for high school since the colleges over the state do not follow a common curriculum.</p>	Comment considered. As stated in Section 4.08 of the rules, participation in the concurrent education program by a public school or institution of higher education is entirely voluntary. The proposed rules were based upon favorable results from a concurrent credit pilot program administered during the 2010-2011 and 2011-2012 school years. The Arkansas Department of Education believes that school districts and institutions of higher education should at least be allowed the option to participate in the program.
8/2/2012	Boyce Watkins, Superintendent, Atkins School District	<p>Please consider the following concerns with regard to the proposed rules:</p> <ul style="list-style-type: none"> • In general, does anything in the rules supersede district policy in regard to grade levels that can participate in on-campus early college courses offered through distance learning? Specifically, can a school district still only allow juniors and seniors to enroll in these courses? • In reference to 4.04, would the proposed rule require a three hour non-remedial course to be counted as a full unit of high school credit for any school that offered concurrent credit? If so, I would be concerned that students that needed only one or two units of credit to graduate could take a college course or two either off campus at night or through distance learning that would complete all their state and local requirements to 	<p>Comments considered.</p> <p>Nothing in the proposed rules supersedes school district policy. Participation in the program is voluntary. Nothing in the proposed rules appears to conflict with a school district policy that allows only juniors and seniors to enroll in early college distance learning courses.</p> <p>As noted above, participation is voluntary. However, the rules do allow a participating student to receive one unit of high school credit for three semester hours of college credit in the same subject area. The full day requirement for seniors is a matter of Arkansas statutory law (Ark. Code Ann. § 6-18-211). The statute provides that students in grades 9-12 shall be required to schedule and attend a full school day, which consists of 350 minutes of planned instructional time each day. The law also provides</p>

Public Comment Matrix – ADE Rules Governing Concurrent Credit

		<p>graduate by semester of their senior year and not want to return to school second semester due to having completed all state (and perhaps local) requirements to graduate. Would the full day requirement for seniors keep them in school if they had met all requirements to graduate?</p> <ul style="list-style-type: none"> Does this meet the seat time requirements that are currently in place for a unit of credit? Would this rule agree with the current standards regarding seat time? 	<p>that enrollment and attendance in college courses may be used to satisfy the requirements of the law. Finally, nothing in Arkansas law prohibits a student who has met all graduation requirements from graduating early, nor does the law require a student who has graduated early to continue to attend school.</p> <p>Participation in the program would allow receipt of a unit of credit regardless of seat time.</p>
8/3/2012	Tom Simmons, El Dorado Public Schools	<p>If Pre-AP students enroll in College Algebra and Plane Trigonometry their junior year, they would have satisfied their graduation requirements. Some of these students would not take a mathematics course, AP or otherwise, their senior year. This could cause AP enrollment to drop.</p>	<p>Comment considered. As set forth above, participation in the program is voluntary. The AP and concurrent credit programs are both extremely valuable. The proposed rules allow local school officials to determine how the concurrent credit program should be administered.</p>
8/6/2012	Cynthia Moten, Arkansas Department of Higher Education	<p>Recommend that sections 4.01.3, 4.04 and 4.06 of the proposed rules be revised as follows, for purposes of clarification:</p> <p>4.01.3: Require the written college course placement agreement to be signed. Also require that a list of the institutions of higher education with a signed college course placement be included in the signed Memorandum of Agreement between the school district and college/university, published in the current college/university catalog, and posted on the college/university website.</p> <p>4.04: State that a remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.</p>	<p>Comments accepted. The suggested revisions will be made to the proposed rules.</p>

Public Comment Matrix – ADE Rules Governing Concurrent Credit

		4.06: Include a college/university scholarship in the list of possibilities of funding sources for the concurrent college credit courses.	
8/9/2012	Mr. Robert Gunnels, SAU Tech	<p>Southern Arkansas University supports these rule changes and believes they are in the best interests of the public schools, public school students, and institutions of higher education in Arkansas.</p> <p>As the pilot program institution, we feel both the data from the program and experiences of the participating students, Bearden High School, and SAU Tech support these proposed rules changes for the benefit of the state’s public school students.</p> <p>Will the proposed rules allow high school students to be placed in blended (remedial/college level) courses in English and mathematics?</p>	<p>Comments considered. The proposed rules allow high school students to be placed in blended (remedial/college level) course in English and mathematics. We are informed by the ADHE that blended (remedial/college level) courses will be offered to college freshmen beginning in the 2012-2013 school year.</p>
8/9/2012	Dr. Martin Eggensperger, College of the Ouachitas, Malvern	<p>Will students in area career centers have to be tested and present college placement scores? (4.01.1)</p> <p>If we are allowed to offer developmental courses, we should be able to count the enrollment. (4.07)</p> <p>This section does not include anything about a college having the ability to offer scholarships. (4.06)</p> <p>We are glad to see the change that allows students to receive a full unit of high school credit for a college course. It would be great if the rules would allow high schools to enhance the GPA for college-level concurrent coursework like they do for AP courses.</p>	<p>Comments considered. No. Placement tests are not required for career and technical courses.</p> <p>Comment considered. This comment must be addressed through the ADHE.</p> <p>Comment accepted. The proposed rules will be revised accordingly.</p> <p>Comment considered. School districts currently have this option pursuant to Ark. Code Ann. § 6-15-902 (c)(3)(A).</p>

Public Comment Matrix – ADE Rules Governing Concurrent Credit

<p>8/9/2012</p>	<p>Dr. Pat Bailey, ASU Mountain Home</p>	<p>Does the definition of private institution mean only private institutions that are accredited by the listed agencies? (3.03)</p> <p>Is there a cap on the number of classes the public school student may take per semester at the college or university?</p> <p>Can the student take the classes in a seated, online, and or CVN format? If so, should this be addressed?</p>	<p>Comment considered. Yes. The private schools must also receive state support through funding, scholarships, etc. in order to be eligible to participate.</p> <p>No. However, many of the public school student’s high school graduation requirements may only be satisfied at the public high school. This may limit the student’s ability to enroll in multiple college classes. Moreover, nothing in the rules prohibit a school district and institution of higher education from agreeing to such a cap for participating students.</p> <p>The rule does not prohibit college credit from being earned through these methods.</p>
<p>8/14/2012</p>	<p>Dr. Curtis Hill, South Arkansas Community College, El Dorado</p>	<p>The college service areas should be honored to avoid course duplication.</p> <p>Discussion needed on the tuition charges to students/schools by the colleges in order for there to be even parameters between the schools (institute ceiling on college scholarships for concurrent courses).</p> <p>Require colleges to assess the effectiveness of their concurrent credit programs and provide evidence that the courses are just as rigorous as regular college courses.</p> <p>The ACT or COMPASS scores (not the PLAN scores) should be used for high school sophomores to enroll in concurrent courses.</p> <p>Need a policy that allows a college faculty member with the master’s and 18 graduate credits in the</p>	<p>Comments considered. These comments are, or may be, addressed in separate policies set forth by the Arkansas Higher Education Coordinating Board.</p>

Public Comment Matrix – ADE Rules Governing Concurrent Credit

		teaching discipline to be eligible to fully meet the criteria to teach at the secondary level for concurrent courses only (to address college concerns about high school teachers following the college syllabus and course rigor).	
8/14/2012	Arkansas Public School Resource Center	<p>Section 4.04: We have received feedback from member districts concerned about the effect of the proposed change, which would raise the amount of credit given by postsecondary institutions for each three (3) semester hours of non-remedial coursework from one-half (1/2) credit to one (1) credit.</p> <p>This change has generated concerns such as the calculation of eligibility for graduation with honors (in districts where the accumulation of additional credits impacts this determination), and effectively placing the public secondary school in competition with the postsecondary school when equivalent coursework is worth twice the amount of credits at the postsecondary school.</p>	<p>Comments considered. As stated in Section 4.08 of the rules, participation in the concurrent education program by a public school or institution of higher education is entirely voluntary. The proposed rules were based upon favorable results from a concurrent credit pilot program administered during the 2010-2011 and 2011-2012 school years. The Arkansas Department of Education believes that school districts and institutions of higher education should at least be allowed the option to participate in the program. Nothing in these rules prohibit a public secondary school from adopting polities regarding weighted credit to be given for concurrent college courses (see Ark. Code Ann. § 6-15-902(c)(3)(A).</p>

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

1.0 Regulatory Authority

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP).
- 1.02 The State Board of Education promulgated these Rules pursuant to implementation of Ark. Code Ann. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, and 25-15-204.
- 1.03 These Rules have been amended to reflect the pending decision of the United States Department of Education (USDOE) to grant flexibility to the Arkansas Department of Education (ADE) from certain provisions of the Elementary and Secondary Education Act (ESEA). As indicated throughout these Rules, certain provisions of these Rules shall only apply during time periods which may be designated by the USDOE for which the ADE receives flexibility from certain provisions of ESEA.

2.0 Purposes of Rules

- 2.01 To develop a single comprehensive testing, assessment and accountability program, which applies to and governs all public schools and public school districts in Arkansas.
- 2.02 To develop a single comprehensive testing, assessment and accountability program which utilizes the most current and effective testing, evaluation, and assessment research information designed to achieve the following purposes:
 - 2.02.1 Set clear academic standards that are periodically reviewed and revised;
 - 2.02.2 Establish professional development standards for all administrators, teachers and instructional support personnel;
 - 2.02.3 Establish expected achievement levels;
 - 2.02.4 Report on student achievement and other indicators;
 - 2.02.5 Provide evaluation data;
 - 2.02.6 Recognize academic success and failure;
 - 2.02.7 Apply awards and sanctions; and

- 2.02.8 Comply with current federal and state law and State Board rules and regulations.
- 2.03 To ensure that all students in the public schools of Arkansas have an equal opportunity to demonstrate grade-level academic proficiency through the application of knowledge and skills in the core academic subjects consistent with state curriculum frameworks, performance standards and assessments.
- 2.04 To improve student learning and classroom instruction and to support high academic standards for all students, including identifiable subgroups, by establishing the provisions, procedures and requirements for the student assessment program.
- 2.05 To require point-in-time intervention when it is determined that a student(s) is not performing at grade level.
- 2.06 To outline testing and assessment security and confidentiality requirements.
- 2.07 To establish a program to identify, evaluate, assist and advise public school districts in academic distress.
- 3.0 Definitions – For the purpose of these Rules, the following terms mean:
- 3.01 “Academic Content Standards” – standards that are approved by the State Board of Education and that set the skills to be taught and mastery level for each grade and content area.
- 3.02 “Academic Distress:” ~~— a classification assigned to any public school district; in which 75% or more of its students perform at the “below basic” performance level on the criterion-referenced assessments administered in that district.~~
- 3.02.1 A classification assigned to any public school district:
- 3.02.1.1 In which 49.5% or less of its students achieve proficient or advanced in math and literacy on the state-mandated criterion referenced assessments administered in that district for the most recent three (3) year period; on the state-mandated criterion referenced assessments administered in that district; or
- 3.02.1.2 Has a Needs Improvement (Priority) school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP).

~~3.02.3 The threshold listed in Section 3.02.1 of these Rules shall be based upon the weighted average of math and literacy for the most recent three (3) year period.~~

3.02.42 The ADE shall re-establish the threshold listed in Section 3.02.1.1 of these Rules when the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments become fully operational.

- 3.03 "Academic Improvement Plan (AIP)" – a plan detailing supplemental or intervention and remedial instruction, or both, in deficient academic areas for any student who is not proficient on a portion or portions of the state-mandated Arkansas Comprehensive Assessment Program. Academic improvement plans shall be created and implemented by appropriate teachers, counselors, and any other pertinent school personnel. All academic improvement plans shall be reviewed annually and revised to ensure an opportunity for student demonstration of proficiency in the targeted academic areas on the next state-mandated Arkansas Comprehensive Assessment Program. A cumulative review of all academic improvement plans shall be part of the data used by the school in creating and revising its comprehensive school improvement plan. All academic improvement plans shall be subject to review by the Department of Education.
- 3.04 "Adequate Yearly Progress" – the level of academic performance required of public schools or school districts on the state-mandated augmented criterion-referenced, or norm-referenced assessments and other indicators as required in the Arkansas Comprehensive Testing, Assessment, and Accountability Program, which shall comply with the Elementary and Secondary Education Act as reauthorized in the No Child Left Behind Act of 2001.
- 3.05 "Alternative Education Intervention Program" – A special instructional program for students who have been retained for two consecutive years. The program shall include research-based learning opportunities and instructional strategies.
- 3.06 "Approved Early Reading Assessments" – Those assessments that identify students' strengths and weaknesses in all of the elements of reading as described in the Report of the National Reading Panel.
- 3.07 "Approved Intensive Reading Program" – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.
- 3.08 "Annexation" – The joining of an affected school district or part of the school district with a receiving district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.
- 3.09 "Arkansas Comprehensive Assessment Program" –The testing component of Arkansas Comprehensive, Testing, Assessment and

Accountability Program, which shall consist of: (1) developmentally appropriate, augmented, criterion-referenced, or norm-referenced assessments in kindergarten through grade twelve (K-12) as determined by the State Board; (2) Any other assessments as required by the State Board; (3) other assessments that are based on researched best practices as determined by qualified experts that would be in compliance with federal and state law; and (4) end-of-course examinations for designated grades and content areas, and the high school literacy assessment.

- 3.10 “Arkansas Comprehensive Testing, Assessment and Accountability Program” – a system of measurement and reporting designed to ensure that all students in the public schools of this state demonstrate academic achievement through the application of knowledge and skills in core academic subjects consistent with state curriculum frameworks and performance standards. ~~comprehensive system that focuses on high academic standards, professional development, student assessments, and accountability for schools. During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules, the measurement system will ensure that all students in the public schools of Arkansas demonstrate performance and growth toward College and Career Readiness.~~
- 3.11 “Arkansas Comprehensive School Improvement Plan (ACSIP)” – the individual school’s comprehensive plan developed by a local school team and based on priorities indicated by assessment and other pertinent data and designed to provide an opportunity for all students to demonstrate proficiency on all portions of the state-mandated Arkansas Comprehensive Assessment Program. This plan shall be reviewed annually by the district and monitored by the Arkansas Department of Education in accordance with Ark. Code Ann. § 6-15-426.
- 3.12 “Augmented Test” – An assessment required by state statute, rule or regulation which combines both criterion-referenced and norm-referenced instruments.
- 3.13 “Awards” – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over time and to recognize schools that demonstrate growth on the state-mandated indicators. Awards also can be used to highlight individual schools so that their practices can be adopted in other schools and districts across the state.
- 3.14 “Benchmarks/Grade-Level Benchmarks” – Academic Content Standards and/or grade-level statements of what a student should know and be able to do. The Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.
- 3.15 “Board” – The Arkansas State Board of Education.

- 3.16 “Consolidation” – The joining of two (2) or more school districts or parts of the school districts to create a new single school district under Ark. Code Ann. § 6-15-1401 et seq. or § 6-13-1601 et seq.
- 3.17 “Criterion-Referenced Test (CRT)” – an assessment required by state statute, rule or regulation which is designed by the State to measure student performance/achievement on the State’s Academic Content Standards.
- 3.18 “Department” – The Arkansas Department of Education.
- 3.19 “District Improvement Plan” – a district-wide plan coordinating the actions of the various comprehensive school improvement plans within a school district. The main focus of the district improvement plan shall be to ensure that all students demonstrate proficiency on all portions of state-mandated Arkansas Comprehensive Assessment Program.
- 3.20 “Early Intervention” – short-term, intensive, focused, individualized instruction developed from ongoing, daily, systematic diagnosis that occurs while a child is in the initial, kindergarten through grade one (K -1), stages of learning early reading, writing, and mathematical strategies to ensure acquisition of the basic skills and to prevent the child from developing poor problem-solving habits that become difficult to change. The goal is to maintain a student’s ability to function proficiently at grade level.
- 3.21 “Elementary School” – public school(s) having some combination of grades kindergarten through four (K – 4).
- 3.22 “End-of-Course Exam” – a criterion-referenced assessment taken upon the successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by rule of the Board, attainment of necessary knowledge and skills. End-of-Course exams include both general end-of-course assessments and high-stakes end-of-course assessments as further defined herein and as further explained in the Arkansas Department of Education Rules Governing End-of-Course Assessments and Remediation.
- 3.23 “Essential Elements – Early Reading” Comprehension – Ability to understand and communicate; Decoding and Word Recognition (Phonics) – Ability to match the letters of written language and the individual sounds of spoken language in order to read and write words; Fluency – Ability to read text accurately, and with expression, volume, phrasing, smoothness and appropriate pace; Phonemic Awareness – Ability to hear and manipulate the sounds of spoken language; Vocabulary – Ability to understand words and their meanings in order to communicate and comprehend effectively.
- 3.24 “Grade Level” – appropriate grade classification indicated by the performance of a student (or group of students) at the proficient or

advanced level on state-mandated Arkansas Comprehensive Assessment Program tests.

3.25 “General End-of-Course Assessment” – a criterion-referenced assessment taken upon successful completion of a course of study set by the State Board of Education:

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

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

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

3.26 “High School” –grades nine through twelve (9-12).

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

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

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

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

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

- 3.29 “Intensive Reading Improvement Plan (IRI)” – An intervention program for any K-2 student identified with substantial reading difficulties.
- 3.30 “Longitudinal Tracking” –tracking individual student yearly academic achievement gains based on scheduled and annual assessments.
- 3.31 “Middle School” or “Middle Level”– grades five through eight (5 – 8).
- 3.32 “No Child Left Behind Act” – the No Child Left Behind Act of 2001 as signed into federal law on January 8, 2002.
- 3.33 “Norm-Referenced Test (NRT)” – an assessment required by state law, rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument, including the assessments developed under the Partnership for Assessment of Readiness for College and Careers (PARCC).
- 3.34 “Parent” – a parent, parents, legal guardian, a person standing in loco parentis, or legal representative, as appropriate, of a student, or the student if the student is eighteen (18) years of age or older.
- 3.35 “Participation in Remediation” - The amount of student involvement required in a student academic improvement plan that addresses those deficiencies for that student.
- 3.36 “Pass Rate” – The pass rate for the Benchmark Exams and the developmental appropriate assessments for K – 2 shall be proficiency. However, the pass rate for end-of-course and high school literacy shall be those scores established and independently approved by the State Board of Education. (See 6.04 for the proficiency definition)
- 3.37 “Point-in-Time Intervention and Remediation” – intervention and remediation applied during the academic year upon the discovery that a student is not performing at grade level.
- 3.38 “Public School District/Public School” – those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of the Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program ~~except~~ specifically excluding those schools or educational programs created by or receiving authority to exist under §6-15-501; §9-28-205, and §12-29-301 through §12-29-310, or other provisions of Arkansas law.
- 3.39 “Reconstitution” – a reorganization intervention in the administrative unit or governing body of a public school district, including without limitation the suspension, reassignment, replacement, or removal of a current superintendent or the suspension, removal, or replacement of some or all of the current school board members, or both.

- 3.40 “Remediation” – a process of using diagnostic instruments to provide corrective, specialized supplemental instruction to help a student in grades two through four (2-4) overcome academic deficiencies. For students in grades five through twelve (5-12), remediation shall be a detailed, sequential set of instructional strategies, implemented to remedy any academic deficiencies indicated by below-basic or basic performance on the state-mandated augmented, criterion-referenced, or norm-referenced assessments. Remediation shall not interfere with or inhibit student mastery of current grade level academic learning expectations.
- 3.41 “Safe Harbor” – An alternate method of demonstrating Adequate Yearly Progress under the No Child Left Behind Act determined by decreasing the percent of students not performing at the proficient level on the Criterion Referenced Assessments by at least ten percent. Safe Harbor can only be applied if the school meets the secondary indicator condition and tests 95% or more of eligible students. Safe harbor shall not apply during the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA as set forth in Section 13.00 of these Rules.
- 3.42 “Sanction” – intervention by the state to assist teaching and learning at a public school or a public school district that fails to meet expected performance goals on the state-mandated criterion-referenced assessments and/or other indicators.
- 3.43 “School Improvement” – the initial classification applied to a school that fails to meet adequate yearly progress for two successive years. During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the classifications and interventions for schools in need of improvement shall be as set forth in Section 13.00 of these Rules.
- 3.454 “Secure Examination or Assessment” – an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.
- 3.445 “Starting Point” – a specific figure for grade-level clusters K- 5, 6-8, and 9-12 in the content areas of literacy and mathematics which was derived by determining the school at the 20th percentile in the state based on total enrollment, among all schools ranked by the percentage of students at the proficient level, using data for the 2001-2002 school year or subsequent year for which there is a recalculation.
- ~~3.45~~ “Secure Examination or Assessment” – ~~an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on~~

~~the testing/assessment calendar developed by the Commissioner of the Department.~~

- 3.46 “Substantial Reading Deficiency” – a determination for first and second grade students who score in the Below Basic Category on the State Reading Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and written language on the Uniform Reading Scale (URS).
 - 3.47 “Uniform School Readiness Screening” - uniform, objective evaluation procedures that are geared to either kindergarten or first grade, as appropriate, and developed by the State Board and specifically formulated for children entering public school for the first time.
 - 3.48 “Value-Added Computations of Student Gains” – statistical analyses of the educational impact of the school’s instructional delivery system on individual student learning using a comparison of previous and post student achievement gains against a national cohort.
- 4.0 Academic Content Standards
- 4.01 The Board shall establish clear, specific, challenging academic content standards, which define what students shall know and be able to do in each content area. Instruction in all public schools shall be based on these academic content standards.
 - 4.02 The Board shall establish a schedule for periodic review and revision of academic content standards to ensure that Arkansas academic content standards are rigorous and equip students to compete in the global workforce. For each review, the Department will provide the following:
 - 4.02.1 Study and consideration of academic content standards from across the nation and international levels as appropriate;
 - 4.02.2 Study and consideration of evaluations from national groups or organizations as appropriate;
 - 4.02.3 Revisions by committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers from institutions of higher education;
 - 4.02.4 Review and input by the Departments of Higher Education and Workforce Career Education as well as community members; and
 - 4.02.5 Public dissemination of revised academic content standards at the Board meeting and on the Department web site.
 - 4.03 The Board shall provide for external review of academic content standards by nationally recognized content experts in the discipline/area under consideration.

- 4.04 The Board shall establish a clear, concise system of reporting the academic performance of each school on the state's mandated augmented criterion-referenced or norm-referenced assessments, that conform with the requirements of current state and federal law.
- 4.05 Academic standards for every level of the grades kindergarten through twelve (K-12) education system and education financial resources shall be aligned with student performance expectations at each level of the grades kindergarten through twelve (K-12) education system.
- 4.06 ~~The State Board formally adopted~~ *voted to participate in* the Common Core State Standards *for English Language Arts (ELA) and Mathematics* in July 2010. The Common Core State Standards can be found at:

<http://www.corestandards.org/the-standards>, and are hereby incorporated into these Rules by reference.

The Common Core State Standards for ELA and Mathematics, as they existed on July 9, 2012, are hereby incorporated into these Rules by reference.

5.0 Arkansas Comprehensive Assessment Program

The Board shall establish a statewide assessment system for grades K through 12 to be implemented in each public school in the State by the Department. All districts shall comply with the requirements of the assessment system. Failure to do so shall result in a recommendation to the Board for Probationary status or loss of accreditation as set out in the Standards for Accreditation, or for other intervention or sanction as allowed or required by these rules, state or federal law. The Arkansas Department of Education shall transition to the PARCC assessments by the 2014-2015 school year.

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

5.01 Kindergarten, Grade One and Grade Two

5.01.1 The Board shall adopt and the Department shall implement a developmentally appropriate uniform school readiness screening to validate a child's school readiness as part of a comprehensive evaluation design. The Department shall require that all school districts administer the uniform school readiness-screening to each kindergarten student in the district upon the student's entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening developed for use in the first grade.

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

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

5.02.1 The Department shall develop and implement an augmented, criterion-referenced, or norm-referenced assessment as follows: (1) Grades three (3) through eight (8) which measures application of knowledge and skills in reading and writing literacy and mathematics and science in Grades 5 and 7; (2) End-of-Course testing in Algebra I, Geometry and Biology; (3) High school literacy that measures application of knowledge and skills in reading and writing literacy; ~~and (4) social studies as funds are available and approved by the State Board of Education; and (5) for the 2014-2015 school year and thereafter, End-of-Course testing in English II.~~

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

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

5.02.4 Each school district shall administer augmented criterion-referenced assessments to its students according to procedures established by the Commissioner of Education and specified in the applicable assessment administration materials.

5.02.5 Accounting for Students with Disabilities and Limited English Proficient Students

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

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

5.02.5.2 The Individual Education Program (IEP) committee shall determine whether participation in the standard state assessment program is appropriate for students with IEPs. Students with disabilities for whom it is deemed inappropriate to take the

standard state assessments (augmented benchmarks, General and High-Stakes End-of-Course, and High School Literacy) with the established accommodations shall participate in the Arkansas Alternate Assessment Program following the guidelines established by the Board.

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

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

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

5.03 Norm-Referenced Tests

5.03.1 The Board shall adopt a norm-referenced test to be administered in grade 3 through grade 9 in mathematics and reading and in science at grades 5 and 7, which shall be administered by the Department annually.

5.03.2 Each school district shall administer the norm-referenced tests to its students according to procedures established by the Department and specified in the applicable test administration materials.

5.04 National Assessment of Educational Progress

5.04.1 Selected schools shall participate in any ~~or~~ and all components of the National Assessment of Educational Progress (NAEP).

5.04.2 Any school that fails to participate in the administration of any NAEP assessment shall be reported to the Board and may be subject to probationary status as set out in the Standards for Accreditation.

5.05 Test Administration

5.05.1 The Department shall establish mandatory training sessions for local district testing coordinators and other appropriate school

personnel to ensure understanding of the administration of assessments and effective use of assessment reporting data to improve classroom instruction and learning to provide program evaluation;

5.05.2 The superintendent or his/her designee in each school district shall be responsible for coordinating all local assessment activities including:

5.05.3.2.1 Scheduling testing times of all affected campuses according to the testing calendar developed by the Department;

5.05.4.2.2 Ensuring that security is maintained as specified in the appropriate testing administration materials;

5.05.5.2.3 Ensuring that all district personnel involved in the testing have been properly trained as specified by the Department;

5.05.6.2.4 Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education and specified in the applicable assessment administration materials;

5.05.7.2.5 Ensuring that all assessment documents and student identification information are properly and accurately coded; ~~and~~

5.05.8.2.6 Attesting whether ALL students have participated in the appropriate grade-level assessment(s); ~~and~~

5.05.9.2.7 Recommending for adoption by local school boards a school calendar that in no way jeopardizes or limits the valid testing and comparison of students' learning gains.

5.05.403 The appropriate test administration materials shall specify any allowable accommodations available to students participating in the administration of standard state assessments.

5.05.444 All students enrolled in a State-tested grade shall be accounted for in the Arkansas Comprehensive Assessment Program.

5.06 A Technical Advisory Committee composed of nationally-recognized testing experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the assessment system.

5.07 Test Security and Confidentiality

5.07.1 Violation of the security or confidential integrity of any test or assessment is prohibited.

5.07.2 The Board shall sanction a person who engages in conduct prohibited by this section. Sanctions shall be considered and imposed in compliance with the Department's rules Governing Alleged Testing Improprieties or in the Department's Rules Governing Background Checks and License Revocation, as appropriate. Additionally, the Board may sanction a school district or school, or both, in which conduct prohibited in this section occurs. Sanctions imposed by the Board may include without limitation one (1) or more of the following:

- 5.07.2.1 Revocation, suspension, or probation of an individual's license,
- 5.07.2.2 Issuance of a letter of reprimand to a licensed individual to be placed in his or her state personnel file;
- 5.07.2.3 Additional training or professional development to be completed by a licensed individual within the time specified;
- 5.07.2.4 Additional professional development to be administered by the school district to all licensed school district personnel involved in test administration within the time specified;
- 5.07.2.5 Issuance of a letter of warning to the school district; and
- 5.07.2.6 Establishment of a school district plan containing strict test security guidelines that will implement procedures to ensure the security and confidential integrity of all assessment instruments.
- 5.07.2.7 Professional development required pursuant to this section as a result of violating test security or confidentiality may be in addition to professional development required for licensure.

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

- 5.07.3.1 Viewing secure assessment materials;

- 5.07.3.2 Duplicating secure assessment materials;
- 5.07.3.3 Disclosing the contents of any portion of secure assessment materials;
- 5.07.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
- 5.07.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 5.07.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 5.07.3.7 Failing to follow the specified testing procedures or to proctor students;
- 5.07.3.8 Failing to administer the assessment on the designated testing dates;
- 5.07.3.9 Encouraging or assisting an individual to engage in the conduct described herein;
- 5.07.3.10 Failing to report to the appropriate authority that an individual has engaged in conduct set forth in this section;
- 5.07.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or,
- 5.07.3.12 Failing to return the secured test booklets to the testing company in a timely manner.

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

6.0 Student Performance Levels

6.01 The Board shall establish four (4) performance levels for each criterion-referenced assessment administered as part of ACTAAP. The Board shall establish five (5) performance levels for the Alternate Assessment for Students with Disabilities as part of ACTAAP. Those performance levels shall be: (1) Not Evident; (2) Emergent; (3) Supported Independence; (4) Functional Independence; and (5) Independent. Performance levels shall be established for mathematics,

reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each high-stakes end-of-course assessment.

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

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

*Lowest possible standard score value is 80

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

*Lowest possible standard score value is 80

- 6.03 ~~Beginning with the 2009-2010 school year, all~~ All initial high-stakes end-of-course assessments for Algebra I shall be administered by grade ten (10). ~~Beginning with the 2013-2014~~ 2014-2015 school year, all initial high-stakes end-of-course assessments for English II shall be administered by grade ten (10). The Board shall establish a requisite scale score of student performance on the High-Stakes End-of-Course Algebra I Examination. The following numerical scores define that performance level.

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

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

Mathematics Criterion Referenced Assessments (Augmented Benchmark Exams) Scale Score Ranges				
Grade	Below Basic	Basic	Proficient	Advanced

3	0 - 408	409 – 499	500 - 585	586 & above
4	0 - 494	495 – 558	559 - 639	640 & above
5	0 - 543	544 – 603	604 - 696	697 & above
6	0 - 568	569 – 640	641 - 721	722 & above
7	0 - 621	622 – 672	673 - 763	764 & above
8	0 - 654	655 – 699	700 - 801	802 & above

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

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

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

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

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

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

Mathematics Alternate Assessment for Students with Disabilities			
Scale Score Ranges			

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

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

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

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

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

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

7.0 Student Accountability

- 7.01 By the year 2013-2014 all students are expected to perform at the proficient level or above.
- 7.02 Students identified as failing to achieve at the proficient level on a) the state-mandated CRT (as referenced in Section 6.04 tables: Mathematics Criterion Referenced Assessments, Science Criterion Referenced Assessments, Literacy Criterion Referenced Assessments), b) students in grade K scoring delayed on either written language or oral communications and scoring delayed in mathematics on the state mandated uniform readiness screening (as referenced in Section 3.46 Uniform School Readiness Screening); and c) students in grades 1 and 2 not scoring proficient on the state mandated NRT(as referenced in Section 6.02 tables, Mathematics Norm Referenced Assessment standard score cut scores and Reading Norm-Referenced Assessment standard score cut scores), shall be evaluated by school personnel, who shall jointly develop a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will assist the student in achieving the expected standard and will describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.
- 7.02.1 The AIP shall be prepared using the format designed by the Department of Education. However, the local school may adjust the format as deemed necessary.
- 7.02.2 The AIP shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan. The plan shall be signed by the appropriate school administrator and the parent/guardian.
- 7.02.3 The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.
- 7.02.4 The AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments.
- 7.02.5 The AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.

- 7.02.6 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instructional delivery under the AIP.
 - 7.02.7 The AIP should contain an implementation timeline that assures the maximum time for remedial instruction.
 - 7.02.8 AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.
 - 7.02.9 In any instance where a student with disabilities identified under the Individuals with Disabilities Education Act has an Individualized Education Program (IEP) that already addresses any academic area or areas in which the student is not proficient on state-mandated augmented, criterion-referenced, or norm-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.
- 7.03 Retention for failure to participate in the Academic Improvement Plan
- 7.03.1 The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. This notice may be provided via student handbooks issued to students.
 - 7.03.2 A student in grades three (3) through eight (8), identified as not passing a benchmark assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until the student is deemed to have participated in the AIP or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.
 - 7.03.3 Any student required to take a general end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment.
 - 7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to pass a general end-of-course assessment.
 - 7.03.3.2 A student who is identified as not meeting the requisite scale score for a general end-of-course assessment shall not receive academic credit on his or her transcript for the courses

related to the general end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.

- 7.03.4 Remedial instruction may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.
- 7.03.5 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.
- 7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.
- 7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized academic improvement plan.
 - 7.03.8.1 An individualized academic improvement plan shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.
 - 7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.
 - 7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.
- 7.04 The results of general and high-stakes end-of-course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the general end-of-course assessment shall be recorded with the performance level (advanced, proficient, basic or below-basic). Each course for which a student

completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).

- 7.05 The Department shall implement a statistical system that shall provide the best analysis of classroom, school, and school district effects on student progress based on established, value-added longitudinal calculations, which shall measure the difference in a student's previous year's achievement compared to the current year achievement for the purposes of improving student achievement, accountability, and recognition.
- 7.06 The approach used by the Department shall be in alignment with federal statutes and developed in 2004-2005 to collect data to allow research and evaluation of student achievement growth models.
- 7.07 The approach shall include value-added longitudinal calculations with sufficient transparency in the model's conception and operation to allow others in the field to validate or replicate the results and an assessment of the model's accurateness in relation to other models.
- 7.08 Reading Deficiency for Students in Kindergarten through Grade Two
 - 7.08.1 Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades kindergarten through two (K-2), or through teacher observations, shall be provided intensive reading instruction utilizing a scientifically-based reading program. The intensive instruction shall systematically, explicitly, and coherently provide instruction in the five essential elements of reading as defined in Section 3.23. The student shall continue to be provided with intensive reading instruction until the reading deficiency is corrected.
 - 7.08.2 The State Board of Education established performance levels for kindergarten, grade 1 and grade 2 that define substantial difficulties in reading based on the state-mandated, developmentally appropriate assessment. The state-mandated Uniform Screening Readiness (USR) instrument shall be used to determine substantial reading difficulty for kindergarten students.
 - 7.08.3 All kindergarten students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. This evaluation will occur within 30 days of receiving the USR results.
 - 7.08.4 Within 30 days of the beginning of school, grade 1 and grade 2 students exhibiting substantial difficulties in reading will be evaluated by school personnel for the purpose of diagnosing specific reading difficulties. However, in those school years in which the State Board of Education shall revise the performance levels schools shall be allowed 30 days from the date of the final approval to conduct the evaluation.

- 7.08.5 The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- 7.08.6 School personnel shall develop an Intensive Reading Improvement plan (IRI) that describes the intervention program for any student identified with substantial reading difficulty. The IRI shall be developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for remediation.
- 7.08.7 The IRI shall contain an implementation timeline that assures the maximum time for remedial instruction. The intervention shall occur during the regular school day whenever possible, but may include extended day when appropriate. The intervention shall supplement, and not supplant, core classroom instruction.
- 7.08.8 The IRI shall include valid and reliable progress monitoring assessments to measure student growth toward the grade level benchmarks in each essential element of reading.
- 7.08.9 The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.
 - 7.08.9.1 The intensive instruction shall systematically, explicitly and coherently provide instruction in the five essential areas of reading. The intensity and focus of the instruction shall be based on the evaluation results, teacher observation, and data from progress monitoring assessments. The intervention plan shall be revised periodically to reflect student needs as indicated on progress monitoring assessments.
 - 7.08.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.
 - 7.08.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.
 - 7.08.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.
- 7.08.10 Student achievement in each of the essential elements shall be monitored monthly after students complete the intervention. Students who are not meeting current expectations shall be provided additional interventions.

7.08.11 In any instance where a student with disabilities identified under the Individuals with Disabilities Act has an IEP that already addresses reading deficiencies, the individual education program shall serve to meet the requirements of the IRI.

7.09 The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing to include the following:

7.09.1 That the child has been identified as having a substantial deficiency in reading;

7.09.2 A description of the current services that are provided to the child; and,

7.09.3 A description of the proposed supplemental instructional services and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency.

8.0 School Accountability

NOTE: During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the school accountability provisions found in Section 13.00 of these Rules shall apply. Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE on June 29, 2012.

8.01 The Department of Education shall provide analyses of data produced by the Arkansas Comprehensive Assessment Program and other reliable measures of student learning to determine classroom, school, and school district academic performance.

8.02 Student performance trend data shall be ~~one of~~ included in the components used in developing objectives of the school improvement plan, internal evaluations of instructional and administrative personnel, assignment of staff, allocation of resources, acquisition of instructional materials and technology, performance-based budgeting, and assignment of students into educational programs of the local school program.

8.03 Each school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This requirement is intended to focus the school/ and school district annually on the school's performance rate data for the purposes of improving student performance based on data and the performance of students on the state assessment system.

8.04 The purpose of ACSIP is to provide equal opportunity for all students, including identifiable subgroups, to meet the expected performance rate levels established by the Board on all State assessments.

8.05 Consistent with the No Child Left Behind Act, each school must make adequate yearly progress (AYP), based primarily on the administration of

the criterion-referenced assessments described in Section 5.02. In order to make AYP, a school or school district must—

- Demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the tested grade levels, participated in the assessments;
- Meet or exceed the annual measurable performance levels described in Section 9.04-5, based on the percentages of students scoring proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any subgroup does not meet the annual measurable performance levels, demonstrate that the percentage of students in that subgroup who did not meet the proficient level for that year decreased by 10 percent of that percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and
- Show progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent attendance for elementary and middle schools.

8.06 The following subgroups must be included in the school/school district data disaggregation:

8.06.1 Students with Disabilities;

8.06.2 Students who are English Language Learners;

8.06.3 Economically Disadvantaged Students; and

8.06.4 Ethnic Subgroups;

8.06.4.1 Caucasian

8.06.4.2 African American

8.06.4.3 Hispanic

8.07 A school must meet AYP criteria overall and for each of these subgroups that meets the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.

8.08 The Department will determine AYP separately for mathematics and literacy, using appropriate statistical treatments. Based on the single statewide starting point described in this section, annual performance levels assure that ALL students will reach proficient by school year 2013-2014.

8.09 The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage will be determined by computing the sum of students proficient or

advanced for the current year or the most recent three years across each grade for which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across those three years and grades. This number shall include students taking alternate assessments. The percentage shall be determined separately for mathematics and reading/literacy.

- 8.10 The AYP starting point regarding percent proficient on state assessments will be determined for grade-level clusters K- 5; 6 – 8; and 9 – 12 and separately for mathematics and reading/literacy.
- 8.11 The AYP starting point will be determined by ranking each school within the grade-level by the percent proficient. Additionally, the ranking will include the total student enrollment for those grades using October 1, 2002, data or October 1 of a subsequent year for which there is a recalculation.
- 8.12 The goal of NCLB is for all students to be proficient in language arts and math by 2014. Therefore, the Department of Education will determine the “starting point” for AYP as set forth in Section 3.44 above.
- 8.13 The following table establishes the starting point and projected performance level for each year of the twelve years addressed by the No Child Left Behind Act.

Calculating AYP and Annual Expected Performance Levels

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

- 8.14 Each year, in determining whether a school has met the target of percent proficient for that school year as listed on the chart, the Department shall compare the school's percent proficient in the appropriate grade-level cluster and content area with the statewide projected goal for that year. A school shall be deemed to have met AYP for a particular year for a particular grade-level cluster and content area as long as the school attains at least the statewide projected goal.
- 8.15 Individual Schools identified by the Department as failing to meet established levels of academic achievement shall be subject to sanctions as specified in school improvement or academic distress.
- 8.16 Schools/School Districts exemplifying exceptional performance levels and/or growth patterns shall be recognized for exemplary performance and will be eligible to participate in the rewards program.

9.0 Accountability

NOTE: During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the accountability provisions found in Section 13.00 of these Rules shall apply. Sections 9.13 through 9.21 of these Rules shall remain in place even during time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA. Consult Section 13.00 of these Rules for applicable ESEA flexibility provisions as approved by the USDOE on June 29, 2012. Sections 9.13 through 9.21 of these Rules continue to apply along with Section 13.00 of these Rules.

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

- 9.01 A school will be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.
- 9.02 A school will be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.
- 9.03 A school in Alert Status or Improvement Status that fails to make AYP, but does not fail to make AYP in the same subject for two consecutive years, will remain in its existing status for the following school year.
- 9.04 The first year a school fails to meet expected performance levels, that school shall be classified as on Alert Status. Any school classified on Alert Status shall be required to review and/or revise the school's ACSIP Plan with special attention given to State designated subgroup(s) which failed to meet expected performance levels.
- 9.05 The local school board president and the superintendent of a public school or school district identified by the Department in school improvement shall be notified in writing by the Department, via certified

mail, return receipt requested, and the school district shall have a right to appeal to the Commissioner of the Department. The written appeal must be received in the Office of the Commissioner of Education within thirty (30) calendar days of the receipt of notice.

- 9.06 The second year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 1 of School Improvement. Any school classified in Year 1 of School Improvement shall offer eligible students choice options to another school in the district not in school improvement.
- 9.07 The third year a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified in Year 2 of School Improvement shall offer eligible students supplementary educational services in keeping with federal guidelines in addition to continued consequences from Year 1 of School Improvement.
- 9.08 Should a school fail to make Adequate Yearly Progress in the fourth year, the Board shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement Year 2, and the school must implement a plan, with the approval of the Department, having specified corrective actions.
- 9.09 Should a school fail to make Adequate Yearly Progress in the fifth year, the Board shall advance that school into restructuring. In restructuring the Department may require the school to dismiss staff and administrators, annex the school to another school that is not in school improvement, and/or take other such action as deemed necessary by the Department and the Board.
- 9.10 Once a school has been identified in school improvement, that school must meet the standard(s) for which it failed to meet for two consecutive years to be considered for removal.
- 9.11 Schools that receive Title I funds must meet all funding requirements as specified by federal guidelines. Schools that do not receive Title I funds must implement programming in keeping with the school's ACSIP Plan as revised.
- 9.12 Schools designated in year two or greater of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).
 - 9.12.1 Results of the scholastic audit shall be presented to the superintendent within four (4) weeks of completing the scholastic audit. The audit shall make recommendations to improve teaching and learning for inclusion in the comprehensive school improvement plan.
- 9.13 School Performance Rating System and Performance Category Levels

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

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

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

9.16.2 Example

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

9.17 Achievement Rating: Weighted Average Approach Calculation

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

Points Received	Number of Students	Rating
230	100	2.3

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

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	Cut ½	Cut 2/3	Cut 3/4	Cut 4/5
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5
Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	1.719	2.21	2.79	3.23

9.17.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating

the established performance standard (cut score) for placing each school in one of five performance categories.

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

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

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

9.18 School Choice

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

9.19 Supplemental Educational Services

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

9.20 Recognition Awards

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

9.21 Sanctions

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

10.0 School District Accountability

NOTE: During the time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA, the school district accountability provisions found in Section 13.00 of these Rules shall apply. Sections 10.04 through 10.08 of these Rules shall remain in place even during time periods designated by the USDOE for which the ADE may receive flexibility from certain provisions of ESEA.

- 10.01 The Department annually reviews each district to determine whether the district is making AYP in the following way.
 - 10.01.1 Determine the collective status for all the schools within a district within each grade-level grouping (K-5; 6-8 and 9-12);
 - 10.01.2 Determine the district percent of participation across each grade level group; and
 - 10.01.3 Determine the district status on secondary indicator across each grade-level group.
 - 10.01.4 A district shall be in school improvement when all levels within a district fail to meet performance standards for two consecutive years in the same subject. A district having status of School Improvement shall be removed from that status when any one level meets the performance standard for two consecutive years in that subject.
- 10.02 Before identifying a district for district improvement, the Department will provide the district with an opportunity to review the data on which the identification is based. The district may appeal the identification, and the Department will decide the appeal within 30 days.
- 10.03 Each district identified for district improvement shall within three months of identification develop or revise a district improvement plan that complies with the requirements of the No Child Left Behind Act, including the requirement that it spend not less than 10% of its Part A, Title I funds on professional development for each fiscal year in which the district is identified for improvement. The district shall initiate implementation of the plan expeditiously, but not later than the beginning of the next school year after the school year in which the district was identified for improvement. The Department will provide technical assistance to districts in developing and implementing improvement plans under this section.
- 10.04 Academic Distress – Procedures for Identification, Classification and Appeal of School Districts in Academic Distress
 - 10.04.1 A school district ~~for which 75% or more of the students completing the state's assessments perform at the below basic level~~ which meets the definition of "Academic Distress" set forth in Section 3.02 of these rules shall be designated in Academic Distress. ~~This computation shall collectively include~~

~~students from each school in the district and from each grade for which a criterion-referenced assessment is given.~~

- 10.04.2 Within thirty calendar days (30) after the release of the state assessment results by the Department or upon making a determination that a school district has a Needs Improvement –Priority school within the school district that has not made the progress required under the school’s Priority Improvement Plan (PIP), the Department shall identify all school districts in Academic Distress and shall notify in writing each school district superintendent and board president via certified mail, return receipt requested.
 - 10.04.3 A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of Education within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.
 - 10.04.4 The Board shall render a written decision of a classification on a district’s appeal of identification as an Academic Distress school district within sixty (60) calendar days of the district’s written request.
 - 10.04.5 The decision of the Board shall be final with no further right of appeal, except a school district may appeal to the Circuit Court of Pulaski County pursuant to the Administrative Procedures Act, A.C. A. §25-15-201 et seq.
- 10.05 Time Limitation of Academic Distress Status
- 10.05.1 A public school district identified as in academic distress shall have no more than two (2) consecutive school years beginning on July 1 following the date of notice of identification to be removed from academic distress status.
 - 10.05.2 The Board may at any time take enforcement action on any school district in academic distress status including, but not limited to, annexation, consolidation, or reconstitution of a school district pursuant to A.C.A. § 6-13-1401 et seq.
 - 10.05.3 If a public school district fails to be removed from academic distress status within the allowed two (2) year time period, the Board shall annex, consolidate or reconstitute the academic distress school district prior to July 1 of the next school year unless the Board, at its discretion, issues a written finding supported by a majority of the board, explaining in detail that the school district could not remove itself from academic distress during the relevant time period due to external forces beyond the school district’s control.

- 10.06 Procedures for assisting school districts in academic distress
 - 10.06.1 Within thirty (30) calendar days of classification by the State Board, each Academic Distress school district shall develop and file with the Department a modified Comprehensive School Improvement Plan (District Plan) to target and address any area in which the district is experiencing academic distress.
 - 10.06.2 Within fifteen (15) calendar days of classification by the State Board, the Department shall assign a team of educators to evaluate the district and determine the need for on-site technical assistance or technical assistance via distance technology.
 - 10.06.3 The team of educators shall evaluate and make recommendations to the district superintendent within sixty (60) calendar days following the district's classification as an Academic Distress school district.
 - 10.06.4 School districts classified as Academic Distress shall provide access to all district assessment, instruction, personnel and academic records and reports to assist the team in the formulation of the recommendations for improvement.
 - 10.06.5 The Department with assistance from the team of educators shall review the data relative to the academic status and performance of students in the Academic Distress school district.
 - 10.06.6 Following the on-site review, the team of educators will submit a written set of recommendations to the Academic Distress school district.
 - 10.06.7 The Department shall provide relevant technical assistance to each identified school district based upon the needs identified in the Comprehensive School Improvement Plan.
- 10.08 Procedures for evaluating and removal of school districts from academic distress status
 - 10.08.1 The Department shall review and annually report to the Board the academic conditions existing in each Academic Distress school district ~~and determine whether the district is making progress and has fewer than 75% of the students performing in the below basic performance level.~~
 - 10.08.2 A school district designated in Academic Distress shall be removed from Academic Distress only upon vote of a majority of the quorum present of the State Board and only if fewer

than 75% of the students perform below basic for two consecutive years after the Department has certified in writing to the State Board that the school district has corrected all criteria for being classified as in academic distress.

11.0 Board Authority

11.01 The Board shall have the following authority regarding any public school district in academic distress:

- 11.01.1 Require the superintendent of the school district to relinquish all authority with respect to the district and to appoint an individual to administratively operate the school district under the supervision of the Commissioner of Education, with the cost to be paid from school district funding;
- 11.01.2 Suspend or remove some or all of the current board of directors and call for the election of a new school board of directors for the school district, in which case the school district shall reimburse the county board of election commissioners for election costs as otherwise required by law.
- 11.01.3 Allow the school district to operate without the local school board of directors under the supervision of the local school district administration or an administration chosen by the Commissioner of Education.
- 11.01.4 Waive the application of Arkansas law, with the exception of the Teacher Fair Dismissal Act of 1983, A.C.A. § 6-17-1501 et seq., and the Public School Employee Fair Hearing Act, A.C.A. § 6-17-1701 et seq., or Department Rules.
- 11.01.~~65~~ Require the annexation, consolidation, or reconstitution of the public school district.
- 11.01.~~56~~ The Board has exclusive jurisdiction to determine the boundary lines of the receiving or resulting school district and to allocate assets and liability of the district.
- 11.01.7 Take any other necessary and proper action as determined by the Board that is allowed by law.
- 11.01.8 After providing thirty (30) calendar days written notice, via certified mail return receipt requested, to a school district, the Department may petition the Board or the Board on its own motion, at any time, may take action pursuant to this section 11.0 as allowed by Act 1467 of 2003, in order to secure and protect the best interest of students in the public school district or to secure and protect the best interest of the educational resources of the state.

- 11.01.9 The School District shall have a right of appeal to a public hearing before the Board after filing a written notice of appeal with the office of the Commissioner of the Department at least thirty (30) calendar days prior to the appeal hearing.
- 11.01.10 The State Board shall consolidate, annex or reconstitute a school district that fails to remove itself from the classification of a school district in academic distress within two (2) consecutive school years of receipt of notice of identification unless the Board, at its discretion, issues a written finding supported by a majority of the Board, explaining in detail that the school district could not remove itself from academic distress due to impossibility caused by external forces beyond the school district's control.
- 11.01.11 After a public hearing, the Board shall consolidate, annex, or reconstitute the school district in academic distress to another non-academic distress school district upon a majority vote of a quorum of the members of the Board as permitted or required by this subchapter.
- 11.01.12 The Board's classification of a school district in Academic Distress shall be final except that the school district shall have a right of appeal to the Circuit Court of Pulaski County pursuant to the Arkansas Administrative Procedures Act, A.C.A. § 25-15-201 et seq.

11.02 To transition to and implement the Common Core State Standards, the Board shall have the authority to:

11.02.1 Modify curriculum and assessment requirements;

11.02.2 Adopt new curriculum and assessment requirements; and

11.02.3 Direct the Department of Education to:

11.02.3.1 Propose to the state board rules and procedures; and

11.02.3.2 Develop the professional development needed to train educators on the transition and implementation.

12.0 School Choice and Academic Distress

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

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

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

13.00 Elementary and Secondary Education Act (ESEA) Flexibility Provisions

The following provisions will apply during time periods designated by the United States Department of Education (USDOE) for which the Arkansas Department of Education (ADE) may receive flexibility from certain provisions of the ESEA. If approved by the USDOE, the following flexibility provisions will be incorporated into these rules by reference.

On June 29, 2012, the United States Department of Education (USDOE) approved the Arkansas Department of Education's (ADE) request for flexibility from certain provisions of the ESEA. The approved ESEA flexibility request can be found at:

<http://www.arkansased.org/public/userfiles/Flexibility/AR%20Final%206.18.12%20Revised%20.pdf>

The ADE's ESEA flexibility request, as it existed on July 9, 2012, is hereby incorporated into these Rules by reference. Key components of the ESEA flexibility requirements are noted below.

13.01 The USDOE approved the following waivers of ESEA for the State of Arkansas:

13.01.1 The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State's proficient level of academic achievement on the State's assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. Arkansas requested this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.

13.01.2 The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. Arkansas requested this waiver so that an LEA and its Title I schools need not comply with these requirements.

13.01.3 The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an

LEA so identified and its SEA to take certain improvement actions. Arkansas requested this waiver so that it need not comply with these requirements with respect to its LEAs.

- 13.01.4 The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. Arkansas requested this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 13.01.5 The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. Arkansas requested this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
- 13.01.6 The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. Arkansas requested this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
- 13.01.7 The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. Arkansas requested this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
- 13.01.8 The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. Arkansas requested this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

13.01.9 The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. Arkansas requested this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

13.01.10 The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. Arkansas requested this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State's priority schools that meet the definition of "priority schools" set forth in the document titled *ESEA Flexibility*.

13.02 USDOE Flexibility Principle 1: College and Career-Ready Expectations for All Students

13.02.1 Definition of College and Career Ready: The acquisition of the knowledge and skills a student needs to be successful in all future endeavors including credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) or to embark successfully on a chosen career.

13.02.1 The State Board ~~formally adopted~~ *voted to participate in the Common Core State Standards for English Language Arts (ELA) and Mathematics in July 2010.*

13.02.2 The following timeline will lead to full implementation of the Common Core State Standards during the 2013-2014 school year:

13.02.2.1 Grades K-2 implemented the Common Core State Standards during the 2011-2012 school year.

13.02.2.2 Grades 3-8 will implement the Common Core State Standards during the 2012-2013 school year.

13.02.2.3 Grades 9-12 will implement the Common Core State Standards during the 2013-2014 school year.

13.03 USDOE Flexibility Principle 2: State-Developed Differentiated Recognition, Accountability and Support

13.03.1 The requirements contained within Section 13.03 of these rules shall comprise the *Arkansas Differentiated Accountability, Recognition and Tiered-Support System (DARTSS)*.

13.03.2 The goals of DARTSS are, without limitation:

13.03.2.1 To move toward a unified federal and state accountability system beginning in 2012-2013; and

13.03.2.2 To establish the flexibility and opportunity to direct additional resources to schools with the lowest achieving students.

13.03.3 DARTSS differs from the current ESEA accountability system in the following ways:

13.03.3.1 The ESEA goal of 100 percent (100%) proficient by 2013-2014 is hereby replaced with a new goal of reducing proficiency gaps by half by the 2016-2017 school year.

13.03.3.2 Traditional ESEA accountability status labels are replaced by accountability and assistance levels for all schools.

13.03.3.3 Adequate Yearly Progress (AYP) is replaced with accountability levels based upon Annual Measurable Objectives (AMOs) for public schools and school districts.

13.03.3.4 Performance (proficiency), growth and graduation rate indicators will now use a minimum N, or sample size, of 25 students for accountability purposes.

13.03.3.5 DARTSS will place enhanced focus on subgroups through the Targeted Achievement Gap Group (TAGG)

13.03.3.6 Federal SES and school choice requirements are replaced by supports and interventions responsive to identified needs of students and schools.

13.04 The following groups of students will be included in DARTSS for the purposes of determining accountability status for school districts and schools:

13.04.1 All Students Group: All students in the school and school district.

13.04.2 Targeted Achievement Gap Group (TAGG), which includes the following students:

13.04.2.1 Economically Disadvantaged;

13.04.2.2 English Learners (EL); and

13.04.2.3 Students with Disabilities (SWD).

13.05 The following groups of students will be included in DARTSS for the purposes of ACSIP and ESEA reporting:

- 13.05.1 African-American;
- 13.05.2 Hispanic;
- 13.05.3 White;
- 13.05.4 Economically Disadvantaged;
- 13.05.5 English Learners; and
- 13.05.6 Students with Disabilities.

13.06 Each group of students shall be measured according to the following Annual Measurable Objectives (AMOs):

- 13.06.1 Math Proficiency;
- 13.06.2 Math Growth (Grades 4-8);
- 13.06.3 Literacy Proficiency;
- 13.06.4 Literacy Growth (Grades 4-8); and
- 13.06.5 Graduation Rate (High School).

13.07 AMO Calculations

- 13.07.1 The ADE shall give schools and school districts full credit for meeting a particular AMO when the growth, performance or graduation rate meets or exceeds ninety-four percent (94%).
- 13.07.2 The ADE shall initially calculate performance (proficiency) and growth AMOs based upon 2011 test results.
- 13.07.3 The ADE shall use a lagging graduation rate in its annual accountability determination.
 - 13.07.3.1 The ADE shall calculate graduation rate AMOs using 2010 four-year cohort graduation rates in accordance with its flexibility proposal.
- 13.07.4 AMO calculations will be based upon a minimum N of 25. For schools with too few students to calculate the AMO in 2011, the AMO calculations shall be based on a two (2)-year weighted average.

13.07.5 In order to be eligible to be classified as Achieving or Exemplary, schools and school districts must test ninety-five percent (95%) of students in the All Students and TAGG groups.

13.08 DARTSS Accountability Labels

13.08.1 School districts shall be broadly classified as either:

13.08.1.1 Achieving; or

13.08.1.2 Needs Improvement.

13.08.1.3 School districts will be broadly classified based upon criteria similar to that used for the classification of individual schools. To be classified as "Achieving," a school district must meet performance or growth AMOs for math and literacy for All Students and the TAGG, as well as graduation rate AMOs for All Students and the TAGG.

13.08.2 ADE engagement and school district autonomy shall be determined by the extent of the needs identified within the district. The extent of needs will be identified based upon the presence of identified Needs Improvement Focus and Needs Improvement Priority schools in the district, the number and type of AMOs not met for performance, growth, and graduation rate, and the number of district AMOs not met for performance, growth and graduation rate.

13.08.3 Individual schools within school districts shall be classified as one of the following:

13.08.3.1 Exemplary;

13.08.3.2 Achieving;

13.08.3.3 Needs Improvement;

13.08.3.4 Needs Improvement (Focus); or

13.08.3.5 Needs Improvement (Priority).

13.08.3.5.1 Within a time period determined by the ADE, a school classified as a Needs Improvement (Priority) school must develop and file with the ADE a Priority Improvement Plan (PIP) that is integrated into the school's ACSIP plan.

13.08.3.5.2 A school district with a Needs Improvement (Priority) school that has not made the progress required under the school's Priority Improvement Plan (PIP) may be identified by the ADE as a school district in academic distress.

13.08.4 The following table lists the ADE engagement and district autonomy associated with school accountability status:

<u>Status</u>	<u>Description</u>	<u>ADE Engagement/District Autonomy</u>
<u>Exemplary</u>	<ul style="list-style-type: none"> • <u>High Performance</u> • <u>High Progress</u> • <u>High TAGG high performance</u> • <u>High TAGG high progress</u> 	<ul style="list-style-type: none"> • <u>Very low ADE engagement</u> • <u>Very high district autonomy</u>
<u>Achieving</u>	<ul style="list-style-type: none"> • <u>Three-year ACSIP – Meet all performance, graduate rate and growth AMOs for All Students Group and TAGG</u> • <u>One-year ACSIP – Meet all performance and graduation rate AMOs for All Students Group and TAGG, but miss growth AMOs for All Students Group or TAGG</u> 	<ul style="list-style-type: none"> • <u>Very low ADE engagement</u> • <u>High district autonomy</u>
<u>Needs Improvement</u>	<ul style="list-style-type: none"> • <u>Does not meet performance, graduation rate or growth AMOs for All Students and TAGG</u> 	<ul style="list-style-type: none"> • <u>Low to moderate ADE engagement</u> • <u>Moderate district autonomy</u>
<u>Needs Improvement – Focus</u>	<ul style="list-style-type: none"> • <u>Schools with largest, persistent gaps between non-TAGG and TAGG students</u> • <u>Graduation rates less than sixty percent (60%) over a period of several years and</u> 	<ul style="list-style-type: none"> • <u>High ADE engagement</u> • <u>Low district autonomy</u>

	<u>which are not classified as Needs Improvement – Priority schools.</u>	
<u>Needs Improvement – Priority</u>	<ul style="list-style-type: none"> • <u>Schools with persistently lowest achievement in math and literacy over three years for the All Students Group</u> • <u>Graduation rates less than sixty percent (60%) over a period of several years.</u> 	<ul style="list-style-type: none"> • <u>Very high ADE engagement</u> • <u>Low district autonomy</u>

13.09 Strategic Use of Title I Funds

13.09.1 School districts may use the flexibility granted by the USDOE to help lowest performing schools make targets by:

13.09.1.1 Serving the lowest performing schools with Title I and/or NSLA funding using the most appropriate methods aligned to identified student and adult learning needs;

13.09.1.2 Designating any Needs Improvement (Focus) or Needs Improvement (Priority) school as a Title I schoolwide program school, even if the school does not have a poverty percentage of forty percent (40%) or more; and

13.09.1.3 Transferring up to one hundred percent (100%) of the school district’s Title II-A funds into Title I and using them for Title I purposes.

13.09.2 School districts have the following continuing obligations for the use of Title I-A Funds:

13.09.2.1 Prioritize the school district’s lowest achieving students in its lowest performing schools;

13.09.2.2 Allocate Title I-A funds equal to the scope of the problem; and

13.09.2.3 Demonstrate alignment of federal and NSLA allocations sufficient to support implementation of interventions.

13.10 Process for Notification and Review

13.10.1 *Prior to the first possible day of school, as defined by Ark. Code Ann. § 6-10-106, the Arkansas Department of Education shall notify the school board president and superintendent of each public school district of the following in writing, via certified mail, return receipt requested:*

13.10.1.1 *The school district's preliminary classification under Section 13.08.1 of these rules; and*

13.10.1.2 *The preliminary classification of each individual school within a school district under Section 13.08.3 of these rules.*

13.10.2 *Contemporaneous with the notice required by Section 13.10.1 of these rules, the Arkansas Department of Education shall make available to the school board president and superintendent the data upon which the preliminary classifications of school districts and individual public schools were based.*

13.10.3 *School districts shall have thirty (30) days from receipt of the notification required by Section 13.10.1 of these rules to review the data upon which the preliminary classifications of school districts and individual public schools were based, to submit to the Arkansas Department of Education any requests for corrections to the data, and to submit any other reason(s) for which the preliminary classifications should be modified. School districts may request revisions to the preliminary classifications for school districts and individual public schools during the same thirty (30) day period.*

13.10.4 *Prior to January 1 of each school year, the Arkansas Department of Education shall review the information submitted by school districts pursuant to Section 13.10.3 of these rules and publish a final classification for each school district and individual public school.*

13.0911 USDOE Flexibility Principle 3: Supporting Effective Instruction and Leadership

Arkansas's requirements for supporting effective instruction and leadership may be found in the Teacher Excellence and Support System (Ark. Code Ann. § 6-17-2801 et seq.) and the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS**

1.00 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;

3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

3.03 “Affected district” means a school district that:

3.03.1 Loses territory or students as a result of annexation or administrative annexation; or

3.03.2 Is involved in a consolidation or administrative consolidation.

3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;

3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;

3.06 “Average daily membership (ADM)” means the total number of days attended plus the total number of days absent by students in grades kindergarten through twelve (K-12) during the first three (3) quarters of each school year divided by the

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number of school days actually taught in the school district during that period of time rounded up to the nearest hundredth.

3.06.1 Students who may be counted for average daily membership are:

3.06.1.1 Students who reside within the boundaries of the school district and who are enrolled in a public school operated by the school district or a private school for special education students, with their attendance resulting from a written tuition agreement approved by the Department of Education;

3.06.1.2 Legally transferred students living outside the school district but attending a public school in the school district; and

3.06.1.3 Students who reside within the boundaries of the school district and who are enrolled in the Arkansas National Guard Youth Challenge Program, so long as the students are participants in the program;

3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.

3.089 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;

3.0910 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
- 5.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
- 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;
- 5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and
- 5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;
- 5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and
- 5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or

districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:

5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

PUBLIC COMMENT

- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
 - 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
 - 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.
- 5.05 The State Board shall:
 - 5.05.1 Issue an order establishing the changed boundaries; and
 - 5.05.2 File the order with the:
 - 5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;
 - 5.05.2.2 Secretary of State; and
 - 5.05.2.3 Arkansas Geographic Information Office.
 - 5.05.3 The county clerk shall make a permanent record of the order.
 - 5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.
 - 5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.
- 5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

PUBLIC COMMENT

- 6.05 The State Board shall:
 - 6.05.1 Issue an order establishing the changed boundaries; and
 - 6.05.2 File the order with the:
 - 6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;
 - 6.05.2.2 Secretary of State; and
 - 6.05.2.3 Arkansas Geographic Information Office.
 - 6.05.3 The county clerk shall make a permanent record of the order.
 - 6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.
 - 6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.
- 6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:
 - 6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or
 - 6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

- 7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.
- 7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the

school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

- 8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.
- 8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.
- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
 - 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
 - 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
 - 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.

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- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., or the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.

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- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
 - 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
 - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and
 - 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
 - 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
 - 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
 - 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
 - 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student

population of each of the affected districts and receiving districts before consolidation or annexation;

12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.

12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or

12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:

12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;

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- 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
- 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:
 - 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 12.10.2 Secretary of State; and
 - 12.10.3 Arkansas Geographic Information Office.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board

PUBLIC COMMENT

of directors present and executed by the president and secretary of each school board of directors.

13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:

13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the

receiving district in an annexation to remain as the permanent school board of directors.

13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;

13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or

13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.

13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.

13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected

districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.

- 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
 - 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 13.09.2 Secretary of State; and
 - 13.09.3 Arkansas Geographic Information Office.
- 13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.
- 13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

- 14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.
- 14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:
 - 14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or
 - 14.02.2 Determined by the permanent board of directors.
- 14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.
- 14.04 A vacancy on the board of directors shall be filled as prescribed by law.

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- 14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.
- 14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:
- 14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;
 - 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
 - 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
- 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
 - 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
 - 14.07.3 File a digital map detailing the election zone boundaries of the resulting district or receiving district with the Secretary of State and the Arkansas Geographic Information Office in a format prescribed by the Arkansas Geographic Information Office no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation.

Source: Ark. Code Ann. § 6-13-1417

**ADMINISTRATIVE CONSOLIDATION AND ANNEXATION
OF SCHOOL DISTRICTS**

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

- 16.01 Any school district included in the Department of Education’s consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

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enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

- 16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:
- 16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or
 - 16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.
- 16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).
- 16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.
- 16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.
- 16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.
- 16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.
- 16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:
- 16.11.1 The school district fails to meet minimum teacher salary requirements; or

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- 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
 - 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
 - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
 - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
 - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

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- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.01.2 Economically disadvantaged students;
 - 17.01.3 Students from major racial and ethnic groups; and
 - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
 - 17.02.2 Attendance records;
 - 17.02.3 Enrollment records;
 - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
 - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.03.2 Economically disadvantaged students; and
 - 17.03.3 Students from major racial and ethnic groups.
- 17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

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affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

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- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
 - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
 - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

21.01 As used in Section 21.00 of these rules:

21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;

21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and

21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

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Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
 - 22.01.1.1 Parent-teacher associations;
 - 22.01.1.2 Booster clubs; and
 - 22.01.1.3 Parent involvement committees;
- 22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
 - 22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and
 - 22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.

24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.

- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
- 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.
- 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM

applicable is one hundred (100) and the maximum ADM applicable three hundred (300).

- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.

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26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:

26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;

26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;

26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.

26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.

26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.

27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.

27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

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- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY CONSOLIDATIONS AND ANNEXATIONS

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.

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28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.

28.08 The State Board shall issue a written order concerning the matter.

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**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

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3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

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7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

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By: _____

Superintendent

Date

President, School Board

Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

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affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

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shall be only one local school board and one local superintendent of the resulting _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20____, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20____.

Superintendent

PUBLIC COMMENT

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

PUBLIC COMMENT

**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND
CONSOLIDATIONS OF SCHOOL DISTRICTS**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative annexation of the petitioning affected school district(s) into the petitioning receiving _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to annex the _____ School District(s) into the receiving _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to annex the Petitioners into the receiving _____ School District. Said public notice of intent to annex (was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less

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than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect _____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

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Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

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3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect _____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

Exhibit A

SCHOOL BOARD RESOLUTION

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District
of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C

AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP

COMES NOW the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. The average daily membership (ADM) of the _____ School District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was _____ for the _____ school year, an average daily membership meeting or exceeding three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of

_____, _____.

Superintendent

PUBLIC COMMENT

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of
_____, _____.

Notary Public

My Commission expires:

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.
2. My business address is _____.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
 - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

~~**ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS
ARKANSAS COMPULSORY ATTENDANCE REQUIREMENTS**~~
Amended August 1999

~~1.00 Arkansas Compulsory Attendance Requirements~~

~~1.01 These regulations shall be known as the Arkansas Department of Education Regulations Governing the Arkansas School Compulsory Attendance Requirements.~~

~~1.02 The State Board of Education enacted these regulations pursuant to its authority under Arkansas Code Annotated §§ 6-18-201 and 6-18-207, as amended by Act 570 of 1999.~~

~~2.00 Purpose of Regulations~~

~~2.01 The purpose of these regulations is to establish age requirements for compulsory school attendance.~~

~~2.02 These regulations establish the dates for implementation of the Arkansas School Compulsory Attendance Requirements.~~

~~2.03 These regulations identify exceptions to the Arkansas School Compulsory Attendance Requirements.~~

~~3.00 Age Requirements for Compulsory School Attendance~~

~~3.01 For the 1999-2000 school year only, any child who has been enrolled in an "instructional program" may enroll the child in kindergarten if the child will attain the age of five (5) on or before October 1, 1999. An "instructional program" is one that promotes the educational development of the child in the home, center and/or school-based setting(s). Local school districts shall have the discretion to decide what constitutes an "instructional program" within their community.~~

~~3.02 Beginning with the 2000-2001 school year every parent, guardian, or other person residing within the State of Arkansas having custody or charge of any child age five (5) through seventeen (17) years on or before September 15 of that year shall enroll and send the child to a public, private, or parochial school, or provide a home school for the child.~~

~~3.03 Any parent, guardian, or other person having custody or charge of the child electing not to enroll their eligible child in the public school kindergarten program must file a signed kindergarten waiver form with the local district administration~~

~~office. On filing the kindergarten waiver form, the child shall not be required to attend kindergarten in that school year. However, any six year old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.~~

~~3.04 Any student who has been enrolled in a state accredited kindergarten program in another state for a period of not less than sixty (60) days, who will become five (5) years old during the school year in which he/she is enrolled in kindergarten, and whose parents or guardians establish domicile in a public school district may be enrolled in kindergarten upon written request of the student's parents or guardians.~~

~~4.00 Exceptions to the Age Requirements for Compulsory School Attendance~~

~~4.01 Any child age sixteen (16) or above enrolled in a post secondary vocational-technical institution, a community college, or a two year or four year institution of higher education is not subject to the attendance requirement.~~

~~4.02 Any child age sixteen (16) or above enrolled in an adult education program or in the National Guard Youth Challenge Program is not subject to the attendance requirement.~~

~~4.03 Any child age sixteen (16) or above enrolled in an adult education program prior to June 13, 1994, under a waiver granted by the local school district, and currently attending the program, is not subject to the attendance requirement.~~