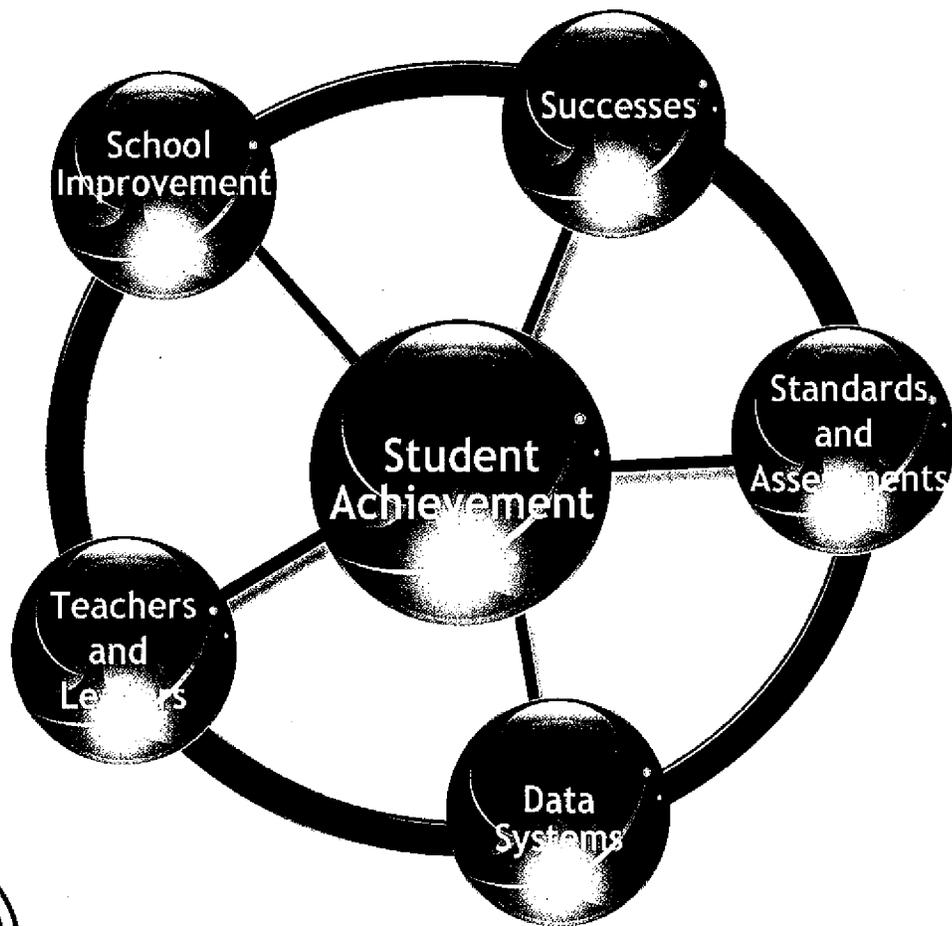


Arkansas - Race to the Top Application
Appendix Table of Contents

	Item	Section	Page
A-1	Participating LEA Memorandum of Understanding	(A)(1)(iii)	6
A-2	Summary Table - LEA Participating Chart	(A)(1)(ii)(a)	7
A-3	Arkansas Performance Goals and Measures	(A)(2)(i)(e)	19
A-4	Benchmark	(A)(3)(ii)(a-c)	29
A-5	NAEP Reports	(A)(3)(ii)(a-c)	30
A-6	AP Reports	(A)(3)(ii)(a-c)	29
B-1	Common Standards MOA (Due to a change in Administration, the original MOU cannot be located. Please see the attached press released concerning Arkansas's involvement in the Common Core.)	(B)(1)	34
B-2	Common Core Standards	(B)(2)	35
B-3	ACTAAP	(B)(1)	35
B-4	Balanced Assessment MOA	(B)(2)	37
B-5	Common Assessment Consortium (Achieve)	(B)(2)	37
C-1	LDS MOU: ADE, ADHE, P-K, ABC, DHS	(C)(1)	48
C-2	College Success Report	(C)(1)	48
D-1	TFA MOU	(D)(1)(i)	75
D-2	Rules governing NTLP	(D)(1)(i)	75
D-3	PTP Brochure	(D)(1)(i)	78
D-4	ADE Rules Governing the Addition of Areas of Licensure or Endorsement	(D)(1)(iii)	78
D-5	Teacher Shortage Spreadsheet	(D)(1)(iii)	79
D-6	List of Teacher Task Force Members	(D)(2)(iii)	85
D-7	Charlotte Danielson's Rules	(D)(2)(iii)	86
D-8	Description of domains and components	(D)(2)(iii)	87
D-9	Principal Taskforce Invitation letter & nomination form	(D)(2)(iii)	89
D-10	AR Code 6-1-400 School Leadership Coordinating Council	(D)(2)(iii)	89
D-11	Instructional Facilitator Job Description	(D)(2)(iv)	91
D-12	Teacher Leaders Standards	(D)(2)(iv)	91
D-13	REAP	(D)(2)(iv)	92
D-14	Alternative Pay Program	(D)(2)(iv)	93
D-15	Equity Plan	(D)(3)(i)	101
E-1	Act 1467 Omnibus	(E)(1)	134
E-2	Act 35 Second Extraordinary Session 2003	(E)(1)	134
E-3	Smart Accountability Interventions by Status Level	(E)(2)	138
E-4	"Whole Child" legislation	(E)(2)	146
E-5	The Governor's Task Force on Best Practices for afterschool... Reccomend	(E)(2)	146
E-6	The History of America's Choice	(E)(2)	150
F-1	Arkansas Charter School Act	(F)(2)(i)	154
IP	STEM Starters	IP 2	166
IP	AAIMS	IP 2	167
IP	EAST	IP 2	170

Appendix A





ARKANSAS DEPARTMENT OF EDUCATION

Race to the Top Participating Local Education Agency

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“MOU”) is entered into by and between Arkansas Department of Education (“ADE”) and _____ (“Participating LEA”). The purpose of this agreement is to establish a framework of State collaboration. By entering into this agreement, the Participating LEA will indicate its commitment to implementing the principles and elements provided in the attached Preliminary Scope of Work. This MOU also articulates the roles and responsibilities of the ADE and the LEA in the implementation of an approved Race to the Top grant project.

In order to participate, the LEA must agree to implement all applicable elements (B, C and D) of the State plan and return the executed MOU on or before January 8 (post-marked date). Only those LEAs with high priority schools (see Appendix B) will be required to implement the elements under the Low Performing section (E) of the MOU.

1. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the ADE’s proposed reform plans (“State Plan”) the Participating LEA is agreeing to implement. (In order to participate, the LEA must agree to implement all elements of the State Plan that require LEA action. Again, only those LEAs listed as high priority (attached) will be required to implement the elements under the Low Performing section of the MOU.)

2. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

To assist the ADE in implementing the tasks and activities described in the State’s Race to the Top application, the Participating LEA subgrantee will:

- I. Implement the elements if the LEA Scope of Work as identified in Exhibit I of this agreement;
- II. Participate in the development of a final detailed MOU that will be required (within 90 days) if the Race to the Top grant is received;
- III. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events organized or sponsored by the ADE or by the U.S. Department of Education (“ED”);
- IV. Post to any website specified by the ADE or ED, in a timely manner, all non-proprietary products and lessons learned and developed using funds associated with the Race to the Top grant;
- V. Participate, as requested, in any evaluations of this grant conducted by the ADE or ED;
- VI. Be responsive to ADE or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered; and
- VII. Participate in meetings and telephone conferences with the ADE to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. ADE RESPONSIBILITIES

To assist Participating LEAs in implementing tasks and activities described in the ADE's Race to the Top application, the ADE will:

- I. Work collaboratively with, and support the Participating LEA in carrying out the LEA plan as identified in Exhibits I of this agreement;
- II. Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan;
- III. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- IV. Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- I. The ADE and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- II. These key contacts from the ADE and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- III. ADE and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- IV. ADE and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the ADE's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. ADE RECOURSE FOR LEA NON-PERFORMANCE

If the ADE determines the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the ADE will take appropriate action, which could include a collaborative process between the ADE and the LEA, or any of the measures that are detailed in 34 CFR section 80.43 including temporarily withholding funds or disallowing costs.

3. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- I. Has all requisite power and authority to execute this MOU.
- II. Is familiar with the elements of ADE's Race to the Top grant application and is supportive of the goals and plans for implementation and committed to working on all applicable elements of the State Plan.
- III. Agrees to be a Participating LEA and will implement those elements of the ADE Plan indicated in Exhibit I, if the State application is funded. Only those LEAs listed as high priority (attached) will be required to implement the elements under the Low Performing section of the MOU.)
- IV. Will provide a detailed Scope of Work in a format provided by the ADE. The final Scope of Work will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan. The Final Scope of Work is due no later than 90 days after the Race to the Top grant is awarded to Arkansas.
- V. Will continue to fulfill all obligations set forth in Arkansas law, including, but not limited to, those obligations related to the creation and operation of personnel policy committees (A.C.A §6-17-203 and §6-17-205).
- VI. Understands the signature of the local teachers' association president does not, nor should it be construed to, represent waiver by the union of its right to bargain (if applicable) regarding any element of the school district's LEA Plan in Exhibit I, if that element is a mandatory subject of collective bargaining or is contrary to any provision of the collective bargaining agreement between the local teacher association and the school district. This assurance is only applicable if the LEA and the local teachers' association have entered into collective bargaining agreement.

VII. Will comply with all of the terms of the Grant, the ADE's subgrant, and all applicable Federal and ADE laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

4. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

5. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date the grant is received and ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

6. SIGNATURES

LEA Superintendent or Director - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent):

Signature/Date

Print Name/Title

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the elements identified below. The letters and numbers below correspond to the sections in the Race to the Top application.

Elements of State Reform Plans	
B. Standards and Assessments	
<u>(B)(3) Supporting the transition to enhanced standards and high-quality assessments</u>	
<ul style="list-style-type: none"> • The Local Education Agency (LEA) will implement the Common Core Standards and Assessments, as adopted by the Arkansas State Board of Education. • The LEA will ensure that professional development programs at all schools focus on effective curriculum and instruction consistent with the new common core standards. • The LEA will institute Interim and Formative Assessment models to build a systemic assessment system within the LEA. The LEA will ensure teachers and principals receive professional development on the use of these assessment models. • The LEA agrees to participate in on-going evaluation studies of the Common Core Standards, assessments, and curriculum. • The LEA agrees to adopt at least one (1) STEM (Science, Technology, Engineering, Mathematics) program outlined in the State Plan. • The LEA will develop a plan to partner with industry experts, museums, higher education institutions, research centers and/or other STEM-capable community partners. 	
C. Data Systems to Support Instruction	
<u>(C)(3) Using data to improve instruction:</u>	
<u>(i) Use of local instructional improvement systems</u>	
<ul style="list-style-type: none"> • The LEA will use computer-based applications and graphical interfaces that are easy for students, parents, teachers, principals and the general public to use and that shows the progress toward improved student learning, as defined by ADE. • The LEA will assist the ADE with testing and implementation of any new or improved data and instructional improvement systems provided through the Race to the Top (RTTT) grant. • The LEA will use data to drive instruction and improvement. This data may originate from assessments or evaluations. • The LEA will ensure that its instructional improvement system will conform to ADE's requirements. The LEA will upgrade and/or customize the system as needed to ensure conformity. • An LEA that does not have an instructional improvement system that meets ADE requirements will be required to implement the ADE model or comparable model. • The LEA will provide all necessary employee information as required for the Single Sign On system. 	

<p><u>(ii) Professional development on use of data</u></p> <ul style="list-style-type: none"> • The LEA will ensure that teachers and principals participate in effective professional development on the use of its instructional improvement system. • The LEA will ensure that teachers and principals participate in effective professional development on the use of state and local-level data systems developed during the term of the grant. • The LEA will ensure that teachers and principals participate in professional development provided or approved by the ADE in the area of drop out prevention (as related to the implementation of an ADE developed early warning system). 	
<p><u>(iii) Availability and accessibility of data to researchers</u></p> <ul style="list-style-type: none"> • The LEA will provide requested data from its instructional improvement system to support ADE's efforts to make data available to researchers for the purpose of evaluating the effectiveness of instructional materials, strategies, and approaches for educating all students and to help drive educational decisions and policies. 	
<p>D. Great Teachers and Leaders</p>	
<p><u>(D)(2) Improving teacher and principal effectiveness based on performance:</u></p>	
<p><u>(i) Measure student growth</u></p> <ul style="list-style-type: none"> • The LEA will use student growth data, as defined by the ADE, to inform and drive instructional practices. 	
<p><u>(ii) Design and implement evaluation systems</u></p> <p><u>Teachers</u></p> <ul style="list-style-type: none"> • The LEA will implement a teacher evaluation system to assess the performance of teachers on an annual basis (or as prescribed). • If the LEA does not currently have a teacher evaluation system, then the LEA must adopt the State-developed model (or comparable model). • The LEA will adopt and implement (or continue to use a comparable model, if applicable) a teacher evaluation tool developed by the Arkansas Teacher Evaluation Task Force. If the LEA continues to use a similar model then the LEA will ensure that its evaluation system conforms to ADE requirements. This requirement includes, but may not be limited to, the utilization of a multi-domain, multi-component model equivalent to that developed by Charlotte Danielson. • The LEA will utilize the student growth measure, as defined by the ADE, on the teacher evaluation. This growth measure will be a significant factor in the overall teacher evaluation. • The LEA will submit its teacher evaluation system to the ADE for review and approval (unless it is using the state-approved tool). <p><u>Principals</u></p> <ul style="list-style-type: none"> • The LEA will implement a principal evaluation system to assess the performance of principals on an annual basis (or as prescribed). 	

<ul style="list-style-type: none"> • The LEA will adopt the State-developed principal evaluation tool (or comparable model) when it is available. If the LEA uses a comparable model, then the LEA will ensure that its evaluation system conforms to ADE requirements (as defined through a Principal Evaluation Task Force). • The LEA will utilize the student growth measure, as defined by ADE, on the principal evaluation. This growth measure will be a significant factor in the overall principal evaluation. • The LEA will submit its principal evaluation system to the ADE for review and approval (unless they are using the state-approved tool). 	
<p><u>(iii) Conduct annual evaluations</u></p> <ul style="list-style-type: none"> • The LEA will evaluate teachers and principals annually or as required in the State Plan. 	
<p><u>(iv)(a) Use evaluations to inform professional development</u></p> <ul style="list-style-type: none"> • The LEA will use the results from teacher and principal evaluations, as described in the State Plan, in its professional development system to establish an Individual Professional Development Plans for each teacher and principal that is, in part, based on an analysis of student performance data and results of prior evaluations. 	
<p><u>(iv)(c) LEAs will use the evaluations to inform full certification.</u></p> <ul style="list-style-type: none"> • The LEA will base decisions to award employment contracts to teacher and principals on based on effectiveness as demonstrated on annual evaluations. 	
<p><u>(iv)(d) LEAs will use evaluations to inform the removal of teachers and principals (after ample time for improvement).</u></p> <ul style="list-style-type: none"> • The LEA will base decisions surrounding the removal of teachers and principals on their level of effectiveness demonstrated on their annual evaluations, of which student growth is a significant measure. 	
<p><u>(D)(5) Providing effective support to teachers and principals:</u></p>	
<p><u>(i) Quality professional development</u></p> <p>LEAs will ensure every teacher and principal has access to ADE's comprehensive instructional improvement system (see below). LEAs will ensure every teacher and principal has a professional development plan that provides opportunities to address weakness areas as identified by the instructional improvement system and annual evaluations.</p> <p>ADE will provide teachers and principals with this comprehensive instructional improvement system that includes the following online professional learning resources (please think of professional learning resources as tools, and not just online professional development):</p> <ul style="list-style-type: none"> ○ access to a wide range of strategies and resources; ○ best experts in literacy, mathematics, ELL instruction, science, SPED instruction and early childhood education direct to the desktop and at the fingertips of teachers and principals; ○ a wide range of examples of classroom practice that help teachers see research in action; 	

<ul style="list-style-type: none"> ○ a custom publishing tool that allows: <ul style="list-style-type: none"> ▪ instructional coaches and leaders to add content to existing resources or make new ones; ▪ reorganization of content modules or mixing of resources from a variety of sources; ▪ the LEA to its own cases of professional practice. ○ virtual coaching to compliment face-to-face work; ○ professional learning groups; and ○ online message board to facilitate conversation and reflection on practice, sharing of lesson plans and student work, and more. 	
<p>(ii) Measure effectiveness of professional development</p> <ul style="list-style-type: none"> • The LEA will evaluate, using a state-provided evaluation process, the effectiveness of professional development provided to its teachers and principals and provide that information to the ADE for program development purposes. 	

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

If an LEA has a school appearing on the attached “high priority” list (see Appendix B), the LEA is eligible to receive additional funding to implement Section E below.

E. Turning Around the Lowest-Achieving Schools	
<p>(E)(2) Turning around the lowest-achieving (high-priority) schools</p> <ul style="list-style-type: none"> • If the LEA is identified by the ADE as having schools in the lowest 5% of the state (pertaining to student achievement and growth), the LEA will select and implement one of the four school intervention models described in the grant application (see Appendix A). • The LEA will ensure that an intervention plan, using one of the four models listed in Appendix A, is submitted to the ADE within 90 days of grant approval. • The LEA will work collaboratively with a State-assigned school improvement director and support team to successfully implement the school intervention model selected. 	

ONLY SUPERINTENDENTS WHO HAVE SCHOOLS ON THE ATTACHED HIGH PRIORITY LIST SHOULD SIGN IN THIS SECTION.

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

Appendix A: School Intervention Models, as defined by the United States Department of Education

There are four school intervention models referred to in Selection Criterion (E)(2): turnaround model, restart model, school closure, or transformation model. Each is described below. **If a school identified as a persistently lowest-achieving school has implemented, in whole or in part within the last two years, an intervention that meets the requirements of the turnaround, restart, or transformation models, the school may continue or complete the intervention being implemented.**

(a) Turnaround model.

(1) A turnaround model is one in which an LEA must--

- (i) Replace the principal and grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
- (ii) Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff;
- (iii) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
- (iv) Provide staff with ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
- (v) Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
- (vi) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards;
- (vii) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
- (viii) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and
- (ix) Provide appropriate social-emotional and community-oriented services and supports for students.

(2) A turnaround model may also implement other strategies such as—

- i) Any of the required and permissible activities under the transformation model; or
- (ii) A new school model (e.g., themed, dual language academy).

(b) Restart model. A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.

(c) School closure. School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

(d) Transformation model. A transformation model is one in which an LEA implements each of the following strategies:

(1) Developing and increasing teacher and school leader effectiveness.

(i) Required activities. The LEA must--

(A) Replace the principal who led the school prior to commencement of the transformation model;

(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--

(1) Take into account data on student growth (as defined in this notice) as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates; and

(2) Are designed and developed with teacher and principal involvement;

(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high-school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

(D) Provide staff with ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and

(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

(ii) Permissible activities. An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as--

(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school;

(B) Instituting a system for measuring changes in instructional practices resulting from professional development; or

(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.

(2) Comprehensive instructional reform strategies.

(i) Required activities. The LEA must--

(A) Use data to identify and implement an instructional program that is research-based and "vertically aligned" from one grade to the next as well as aligned with State academic standards; and

(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

(ii) Permissible activities. An LEA may also implement comprehensive instructional reform strategies, such as--

(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

(B) Implementing a schoolwide "response-to-intervention" model;

(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;

(D) Using and integrating technology-based supports and interventions as part of the instructional program; and

(E) In secondary schools--

(1) Increasing rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement or International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;

(2) Improving student transition from middle to high school through summer transition programs or freshman academies;

(3) Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or

(4) Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

(3) Increasing learning time and creating community-oriented schools.

(i) Required activities. The LEA must--

(A) Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and

(B) Provide ongoing mechanisms for family and community engagement.

(ii) Permissible activities. An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as--

(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;

(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment; or

(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten.

(4) Providing operational flexibility and sustained support.

(i) Required activities. The LEA must--

(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and

(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

(ii) Permissible activities. The LEA may also implement other strategies for providing operational flexibility and intensive support, such as--

(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA; or

(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs.

1/13/10

Arkansas's 5% Persistently Low Performing Schools

	A	B	C	D
1	LEA #	District	School	Rank
2	3502010	DOLLARWAY SCHOOL DISTRICT	DOLLARWAY HIGH SCHOOL	1
3	4713051	OSCEOLA SCHOOL DISTRICT	OSCEOLA HIGH SCHOOL	2
4	5403019	HELENA/ W.HELENA SCHOOL DIST.	CENTRAL HIGH SCHOOL	3
5	901003	DERMOTT SCHOOL DISTRICT	DERMOTT HIGH SCHOOL	4
6	6002060	N. LITTLE ROCK SCHOOL DISTRICT	LYNCH DRIVE ELEMENTARY SCHOOL	5
7	6601019	FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	6
8	6202024	HUGHES SCHOOL DISTRICT	HUGHES HIGH SCHOOL	7
9	1802007	EARLE SCHOOL DISTRICT	EARLE HIGH SCHOOL	8
10	3502009	DOLLARWAY SCHOOL DISTRICT	DOLLARWAY MIDDLE SCHOOL	9
11	1805021	TURRELL SCHOOL DISTRICT	TURRELL HIGH SCHOOL	10
12	4713050	OSCEOLA SCHOOL DISTRICT	OSCEOLA MIDDLE SCHOOL	11
13	6001061	LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE MIDDLE SCHOOL	12
14	6002077	N. LITTLE ROCK SCHOOL DISTRICT	ROSE CITY MIDDLE SCHOOL	13
15	5404032	MARVELL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	14
16				

RACE TO THE TOP
FEDERAL DEFINITIONS

Alternative routes to certification means pathways to certification that are authorized under the State's laws or regulations, that allow the establishment and operation of teacher and administrator preparation programs in the State, and that have the following characteristics (in addition to standard features such as demonstration of subject-matter mastery, and high-quality instruction in pedagogy and in addressing the needs of all students in the classroom including English language learners¹ and student with disabilities): (a) can be provided by various types of qualified providers, including both institutions of higher education and other providers operating independently from institutions of higher education; (b) are selective in accepting candidates; (c) provide supervised, school-based experiences and ongoing support such as effective mentoring and coaching; (d) significantly limit the amount of coursework required or have options to test out of courses; and (e) upon completion, award the same level of certification that traditional preparation programs award upon completion.

College enrollment refers to the enrollment of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of graduation.

Common set of K-12 standards means a set of content standards that define what students must know and be able to do and that are substantially identical across all States in a consortium. A State may supplement the common standards with additional standards, provided that the additional standards do not exceed 15 percent of the State's total standards for that content area.

Effective principal means a principal whose students, overall and for each subgroup, achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates and college enrollment rates, as well as evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement.

Effective teacher means a teacher whose students achieve acceptable rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental

¹ The term English language learner, as used in this notice, is synonymous with the term limited English proficient, as defined in section 9101 of the ESEA

Appendix C

measures may include, for example, multiple observation-based assessments of teacher performance.

Formative assessment means assessment questions, tools, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning.

Graduation rate means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).

Highly effective principal means a principal whose students, overall and for each subgroup, achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that principal effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, high school graduation rates; college enrollment rates; evidence of providing supportive teaching and learning conditions, strong instructional leadership, and positive family and community engagement; or evidence of attracting, developing, and retaining high numbers of effective teachers.

Highly effective teacher means a teacher whose students achieve high rates (*e.g.*, one and one-half grade levels in an academic year) of student growth (as defined in this notice). States, LEAs, or schools must include multiple measures, provided that teacher effectiveness is evaluated, in significant part, by student growth (as defined in this notice). Supplemental measures may include, for example, multiple observation-based assessments of teacher performance or evidence of leadership roles (which may include mentoring or leading professional learning communities) that increase the effectiveness of other teachers in the school or LEA.

High-minority school is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

High-need LEA means an LEA (a) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (b) for which not less than 20 percent of the children served by the LEA are from families with incomes below the poverty line.

High-need students means students at risk of educational failure or otherwise in need of special assistance and support, such as students who are living in poverty, who attend high-minority schools (as defined in this notice), who are far below grade level, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who have been incarcerated, who have disabilities, or who are English language learners.

High-performing charter school means a charter school that has been in operation for at least three consecutive years and has demonstrated overall success, including (a)

Appendix C

substantial progress in improving student achievement (as defined in this notice); and (b) the management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

High-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the highest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

High-quality assessment means an assessment designed to measure a student's knowledge, understanding of, and ability to apply, critical concepts through the use of a variety of item types and formats (*e.g.*, open-ended responses, performance-based tasks). Such assessments should enable measurement of student achievement (as defined in this notice) and student growth (as defined in this notice); be of high technical quality (*e.g.*, be valid, reliable, fair, and aligned to standards); incorporate technology where appropriate; include the assessment of students with disabilities and English language learners; and to the extent feasible, use universal design principles (as defined in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002) in development and administration.

Increased learning time means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for (a) instruction in core academic subjects, including English; reading or language arts; mathematics; science; foreign languages; civics and government; economics; arts; history; and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects.²

Innovative, autonomous public schools means open enrollment public schools that, in return for increased accountability for student achievement (as defined in this notice), have the flexibility and authority to define their instructional models and associated curriculum; select and replace staff; implement new structures and formats for the school day or year; and control their budgets.

² Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year. (See Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-497 and research done by Mass2020.) Extending learning into before- and after-school hours can be difficult to implement effectively, but is permissible under this definition with encouragement to closely integrate and coordinate academic work between in-school and out-of school. (See James-Burdumy, Susanne; Dynarski, Mark; Deke, John. "When Elementary Schools Stay Open Late: Results from The National Evaluation of the 21st Century Community Learning Centers Program." <http://www.mathematica-mpr.com/publications/redirect_PubsDB.asp?strSite=http://epa.sagepub.com/cgi/content/abstract/29/4/296> Educational Evaluation and Policy Analysis, Vol. 29 (4), December 2007, Document No. PP07-121.)

Appendix C

Instructional improvement systems means technology-based tools and other strategies that provide teachers, principals, and administrators with meaningful support and actionable data to systemically manage continuous instructional improvement, including such activities as: instructional planning; gathering information (*e.g.*, through formative assessments (as defined in this notice), interim assessments (as defined in this notice), summative assessments, and looking at student work and other student data); analyzing information with the support of rapid-time (as defined in this notice) reporting; using this information to inform decisions on appropriate next instructional steps; and evaluating the effectiveness of the actions taken. Such systems promote collaborative problem-solving and action planning; they may also integrate instructional data with student-level data such as attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure.

Interim assessment means an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate students' knowledge and skills relative to a specific set of academic standards, and produces results that can be aggregated (*e.g.*, by course, grade level, school, or LEA) in order to inform teachers and administrators at the student, classroom, school, and LEA levels.

Involved LEAs means LEAs that choose to work with the State to implement those specific portions of the State's plan that necessitate full or nearly-full statewide implementation, such as transitioning to a common set of K-12 standards (as defined in this notice). Involved LEAs do not receive a share of the 50 percent of a State's grant award that it must subgrant to LEAs in accordance with section 14006(c) of the ARRA, but States may provide other funding to involved LEAs under the State's Race to the Top grant in a manner that is consistent with the State's application.

Low-minority school is defined by the State in a manner consistent with its Teacher Equity Plan. The State should provide, in its Race to the Top application, the definition used.

Low-poverty school means, consistent with section 1111(h)(1)(C)(viii) of the ESEA, a school in the lowest quartile of schools in the State with respect to poverty level, using a measure of poverty determined by the State.

Participating LEAs means LEAs that choose to work with the State to implement all or significant portions of the State's Race to the Top plan, as specified in each LEA's agreement with the State. Each participating LEA that receives funding under Title I, Part A will receive a share of the 50 percent of a State's grant award that the State must subgrant to LEAs, based on the LEA's relative share of Title I, Part A allocations in the most recent year, in accordance with section 14006(c) of the ARRA. Any participating LEA that does not receive funding under Title I, Part A (as well as one that does) may receive funding from the State's other 50 percent of the grant award, in accordance with the State's plan.

Appendix C

Persistently lowest-achieving schools means, as determined by the State: (i) Any Title I school in improvement, corrective action, or restructuring that (a) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and (ii) Any secondary school that is eligible for, but does not receive, Title I funds that (a) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or (b) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years. To identify the lowest-achieving schools, a State must take into account both (i) The academic achievement of the “all students” group in a school in terms of proficiency on the State’s assessments under section 1111(b)(3) of the ESEA in reading/language arts and mathematics combined; and (ii) The school’s lack of progress on those assessments over a number of years in the “all students” group.

Rapid-time, in reference to reporting and availability of locally-collected school- and LEA-level data, means that data are available quickly enough to inform current lessons, instruction, and related supports.

Student achievement means—

(a) For tested grades and subjects: (1) a student’s score on the State’s assessments under the ESEA; and, as appropriate, (2) other measures of student learning, such as those described in paragraph (b) of this definition, provided they are rigorous and comparable across classrooms.

(b) For non-tested grades and subjects: alternative measures of student learning and performance such as student scores on pre-tests and end-of-course tests; student performance on English language proficiency assessments; and other measures of student achievement that are rigorous and comparable across classrooms.

Student growth means the change in student achievement (as defined in this notice) for an individual student between two or more points in time. A State may also include other measures that are rigorous and comparable across classrooms.

Total revenues available to the State means either (a) projected or actual total State revenues for education and other purposes for the relevant year; or (b) projected or actual total State appropriations for education and other purposes for the relevant year.

America COMPETES Act elements means (as specified in section 6401(e)(2)(D) of that Act): (1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system; (2) student-level enrollment, demographic, and program participation information; (3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P–16 education programs; (4) the capacity to communicate with higher education data systems; (5) a

Appendix C

State data audit system assessing data quality, validity, and reliability; (6) yearly test records of individual students with respect to assessments under section 1111(b) of the ESEA (20 U.S.C. 6311(b)); (7) information on students not tested by grade and subject; (8) a teacher identifier system with the ability to match teachers to students; (9) student-level transcript information, including information on courses completed and grades earned; (10) student-level college readiness test scores; (11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework; and (12) other information determined necessary to address alignment and adequate preparation for success in postsecondary education.

LEAS PARTICIPATING IN RITTT
JANUARY 8, 2010

Participating LEAs	LEA Demographics			Signatures on MOUs				MOU Terms Uses Standard Terms & Conditions?	Preliminary Scope of Work – Participation in each applicable Plan Criterion										
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Suprl. (or equivalent)	President of Local school board (if applicable)	President of Local Teachers Union (if applicable)	Uses Standard Terms & Conditions?		(D)(1) (11/14/09)	(D)(3)(a)	(D)(3)(b)	(D)(2) (iv)(d)	(D)(2)(v)(c)	(D)(2)(v)(e)	(D)(2)(v)(f)	(D)(2) (ii)	(D)(2) (iii)	(D)(2) (iv)	(D)(3)(iv)
Academics Plus *	2	541	134	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Alma School District	4	3451	1205	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Alpena School District	2	376	253	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arkadelphia School District	5	1942	813	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Arkansas Virtual Academy *	2	500	253	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Armored School District	2	445	89	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Ashdown School District	5	1546	655	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Atkins School District	3	1000	390	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Augusta School District	3	484	352	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bald Knob School District	3	1318	664	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Barton-Lexa School District	2	766	464	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Batesville School District	6	2875	1087	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bauxite School District	2	1432	349	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bay School District	2	530	209	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bearden School District	2	378	353	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Beebe School District	7	3215	1039	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Benton County Charter School of the Arts *	2	701	24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Benton School District	7	4587	1230	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bentonville School District	15	13060	2305	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bergman School District	3	1088	354	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Berryville School District	4	1868	784	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bismarck School District	3	985	427	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Blevins School District	4	631	393	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Blytheville School District	7	3022	2198	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Booneville School District	3	1415	650	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bradford School District	2	487	249	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bradley School District	2	411	259	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Brinkley School District	2	695	503	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Brookland School District	3	1569	372	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Bryant School District	10	7669	1695	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Buffalo Island Central School District	4	805	432	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cabot School District	14	9877	2146	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Caddo Hills School District	2	551	300	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Calico Rock School District	2	409	177	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Camden Fairview School District	5	2455	1548	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Carlisle School District	2	718	252	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cave City School District	5	1347	704	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cedar Ridge School District	3	819	328	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cedarville School District	3	936	554	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Centerpoint School District	3	1045	532	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Charleston School District	2	866	240	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Clarendon School District	2	541	412	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Clarksville School District	5	2548	1232	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Cleveland County School District	3	898	396	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Arkansas Performance Goals and Measures

	Core Goal Description	Indicators	Measures						
			2007-08 Baseline	09-10 Goal	11-12 Goal	13-14 Goal	15-16 Goal	17-18 Goal	19-20 Goal
High School	Core Goal #1 Increase the High School Graduation Rate	Arkansas 4-Year Cohort Graduation Rate (NGA Compact Rate)	69.4%	74%	78%	83%	87%	92%	95%
	Core Goal #2 Increase Postsecondary and Career Readiness	% of Students Graduating with Smart Core	58%	62%	66%	70%	75%	80%	85%
		% of Students Graduating with Smart Core Plus (Successful Completion of an AP, IB, or Concurrent Credit Course, Receiving a Career Readiness Certificate)	49%	53%	58%	62%	67%	73%	80%
		% of Students Not Requiring College Remediation	48.7%	53%	56%	60%	64%	69%	70%
Postsecondary	Core Goal #3 Increase Participation in Postsecondary Education	% of Public High School Graduates Enrolling in an Arkansas Post-Secondary Institution within One Year	54.4%	58%	63%	67%	70%	73%	75%
		% of Public High School Graduates Enrolling in an Arkansas Postsecondary Institution within Four Years	64.5%	66%	70%	74%	79%	84%	87%
		Number of Adults Age 25 and Above Enrolling in an Arkansas Postsecondary Institution	5,144	5,600	6,100	6,600	7,000	7,200	7,500
Postsecondary	Core Goal #4 Increase Postsecondary Completion	% of Public School Graduates Receiving a 2-year degree from an Arkansas Postsecondary Institution within Three Years of Graduating	3.2%	5%	7%	11%	14%	17%	20%
		% Public School Graduates Receiving a 4-year Degree from an Arkansas Postsecondary Institution within Six Years of Graduating	16.7%	19%	21%	24%	27%	29%	33%
		Number of Adults Age 25 and Above Receiving a two or four-year degree from an Arkansas Postsecondary Institution	4,851	5,050	5,250	5,620	5,960	6,260	6,700

**Benchmark Exams
Grades 4, 6, & 8 2002 - 2004
Combined Population**

Grade 4 Math					Grade 4 Literacy			
Year	Bel Basic	Basic	Proficient	Advanced	Bel Basic	Basic	Proficient	Advanced
2004	22%	14%	20%	44%	12%	20%	58%	10%
2003	24%	16%	21%	39%	15%	24%	54%	7%
2002	32%	19%	19%	30%	18%	25%	52%	5%
Grade 6 Math					Grade 6 Literacy			
Year	Bel Basic	Basic	Proficient	Advanced	Bel Basic	Basic	Proficient	Advanced
2004	28%	32%	29%	11%	20%	39%	37%	4%
2003	35%	30%	28%	7%	25%	49%	26%	1%
2002	40%	29%	23%	8%	31%	44%	25%	1%
Grade 8 Math					Grade 8 Literacy			
Year	Bel Basic	Basic	Proficient	Advanced	Bel Basic	Basic	Proficient	Advanced
2004	31%	38%	25%	6%	15%	34%	42%	9%
2003	32%	46%	19%	3%	21%	37%	37%	4%
2002	38%	41%	18%	2%	26%	42%	29%	3%

Augmented Benchmark Exams Grades 3 - 8 Combined Population

Grade 3 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	4%	15%	34%	48%	81%
2008	6%	16%	30%	48%	79%
2007	8%	17%	34%	41%	74%
2006	11%	22%	34%	33%	67%
2005	13%	29%	35%	23%	58%

Grade 4 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	8%	14%	30%	48%	78%
2008	12%	14%	30%	44%	74%
2007	15%	20%	30%	35%	65%
2006	17%	23%	35%	25%	60%
2005	24%	25%	33%	17%	50%

Grade 5 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	13%	16%	38%	33%	70%
2008	14%	19%	39%	28%	67%
2007	20%	19%	36%	25%	61%
2006	26%	23%	32%	18%	50%
2005	34%	25%	31%	10%	41%

Grade 6 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	6%	14%	32%	48%	79%
2008	10%	18%	30%	42%	72%
2007	13%	19%	30%	38%	68%
2006	17%	25%	32%	25%	57%
2005	25%	31%	28%	15%	43%

Grade 7 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	17%	15%	33%	35%	68%
2008	20%	18%	33%	29%	62%
2007	25%	18%	34%	24%	58%
2006	30%	20%	35%	15%	50%
2005	37%	20%	31%	12%	43%

Grade 8 Math					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	23%	15%	39%	23%	61%
2008	28%	16%	35%	21%	56%
2007	34%	18%	34%	13%	48%
2006	36%	18%	34%	10%	44%
2005	46%	19%	27%	6%	33%

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

Grade 3 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
15%	19%	33%	33%	67%
16%	21%	33%	31%	64%
17%	23%	33%	26%	59%
21%	22%	33%	24%	57%
22%	28%	33%	17%	50%

Grade 4 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
7%	23%	40%	30%	70%
8%	26%	39%	28%	67%
11%	30%	37%	21%	59%
11%	28%	37%	24%	61%
14%	34%	37%	14%	51%

Grade 5 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
7%	26%	44%	24%	68%
10%	26%	39%	25%	64%
9%	32%	37%	22%	59%
10%	34%	41%	15%	56%
11%	42%	41%	6%	47%

Grade 6 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
7%	26%	41%	26%	67%
10%	26%	33%	31%	63%
9%	31%	39%	20%	60%
9%	32%	37%	22%	59%
9%	34%	40%	17%	57%

Grade 7 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
7%	31%	43%	20%	63%
8%	34%	38%	20%	57%
8%	35%	40%	17%	57%
10%	36%	39%	14%	53%
11%	39%	38%	12%	50%

Grade 8 Literacy				
Bel Basic	Basic	Proficient	Advanced	Prof/Adv
7%	22%	49%	22%	71%
10%	23%	44%	23%	67%
12%	25%	42%	21%	63%
10%	25%	48%	18%	66%
13%	30%	45%	12%	57%

Grade 5 Science					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	18%	39%	36%	7%	43%
2008	24%	39%	31%	6%	37%

Grade 7 Science					
Year	Bel Basic	Basic	Proficient	Advanced	Prof/Adv
2009	30%	38%	27%	5%	33%
2008	32%	36%	27%	5%	32%

Arkansas NAEP 2003-2009 – Grade 8 Mathematics

Gap - Average Scale Scores

Year	Statistic	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Not SD	ELL	Not ELL	Neither SD nor ELL	Male	Female
2003		266	275	239	248			256	276	219	273		266		265	267
2005		272	281	243	266			260	282	227	277		272		270	273
2007		274	282	254	256			263	285	233	279	247	275		274	274
2009		276	284	251	269			264	290	238	281	257	277		275	277

Reporting standards not met in blank cells.

NOTE: The NAEP Math scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Mathematics Assessments.

Year	White/Black Gap	White/Hispanic Gap	Black/Hispanic Gap
2003	36	27	9
2005	38	15	23
2007	28	25	2
2009	34	15	19

NSLP Not Eligible - Eligible Gap
20
23
22
26

Not SD-SD Gap
54
50
45
43

Not ELL-ELL Gap
27
20

Male - Female Gap
-2
-3
0
-2

Arkansas NAEP 2003-2009 – Grade 4 Mathematics

Gap - Average Scale Scores

Year	Statistic	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Not SD	ELL	Not ELL	Neither SD nor ELL	Male	Female
2003	Average Scale Score	229	237	206	221			221	239	202	233	221	229		228	230
2005		236	242	214	229			226	247	208	239	229	236		236	235
2007		238	245	217	230	236		229	249	216	240	222	239		238	237
2009		238	245	217	233			229	250	215	240	227	238		239	236

Reporting standards not met in black cells.

NOTE: The NAEP Math scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Mathematics Assessments.

Year	White/Black Gap	White/Hispanic Gap	Black/Hispanic Gap
2003	31	16	15
2005	29	13	15
2007	28	15	13
2009	28	12	16

NSLP Not Eligible - Eligible Gap
18
20
20
22

Not SD-SD Gap
31
30
24
25

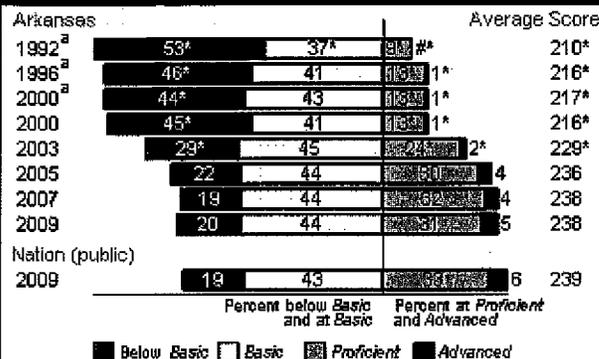
Not ELL-ELL Gap
8
7
17
11

Male - Female Gap
-1
1
1
3

Overall Results

- In 2009, the average score of fourth-grade students in Arkansas was 238. This was not significantly different from the average score of 239 for public school students in the nation.
- The average score for students in Arkansas in 2009 (238) was not significantly different from their average score in 2007 (238) and was higher than their average score in 1992 (210).
- In 2009, the score gap between students in Arkansas at the 75th percentile and students at the 25th percentile was 38 points. This performance gap was not significantly different from that of 1992 (42 points).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 36 percent in 2009. This percentage was not significantly different from that in 2007 (37 percent) and was greater than that in 1992 (10 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 80 percent in 2009. This percentage was not significantly different from that in 2007 (81 percent) and was greater than that in 1992 (47 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
[#] Rounds to zero.
^a Accommodations not permitted.
 NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/ Jurisdictions

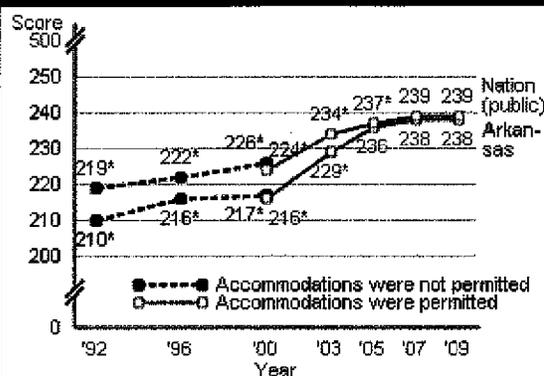


¹ Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in **Arkansas** was

- lower than those in 29 states/jurisdictions
- higher than those in 9 states/jurisdictions
- not significantly different from those in 13 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg. score	Percentages at or above			Percent at Advanced
			Basic	Proficient	Advanced	
Gender¹						
Male	51	239	80	49	6	
Female	49	236	80	44	4	
Race/Ethnicity						
White	66	245	88	46	7	
Black	23	217	56	12	#	
Hispanic	8	233	79	26	2	
Asian/Pacific Islander	2	†	†	†	†	
American Indian/Alaska Native	1	†	†	†	†	
National School Lunch Program²						
Eligible	59	229	72	23	2	
Not eligible	41	250	92	35	9	

Rounds to zero. † Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

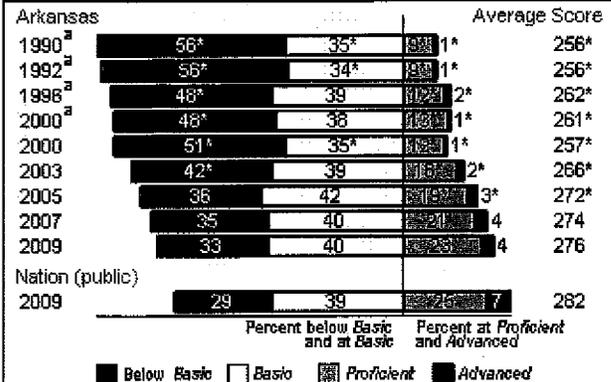
- In 2009, male students in Arkansas had an average score that was not significantly different from that of female students. This performance gap was not significantly different from that in 1992 (1 point).
- In 2009, Black students had an average score that was 28 points lower than that of White students. This performance gap was not significantly different from that in 1992 (29 points).
- In 2009, Hispanic students had an average score that was 12 points lower than that of White students. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 22 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (23 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2009 Mathematics Assessments.

Overall Results

- In 2009, the average score of eighth-grade students in Arkansas was 276. This was lower than the average score of 282 for public school students in the nation.
- The average score for students in Arkansas in 2009 (276) was not significantly different from their average score in 2007 (274) and was higher than their average score in 1990 (256).
- In 2009, the score gap between students in Arkansas at the 75th percentile and students at the 25th percentile was 48 points. This performance gap was not significantly different from that of 1990 (45 points).
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 27 percent in 2009. This percentage was not significantly different from that in 2007 (24 percent) and was greater than that in 1990 (9 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 67 percent in 2009. This percentage was not significantly different from that in 2007 (65 percent) and was greater than that in 1990 (44 percent).

Achievement-Level Percentages and Average Score Results



* Significantly different ($p < .05$) from state's results in 2009.
^a Accommodations not permitted.
 NOTE: Detail may not sum to totals because of rounding.

Compare the Average Score in 2009 to Other States/ Jurisdictions

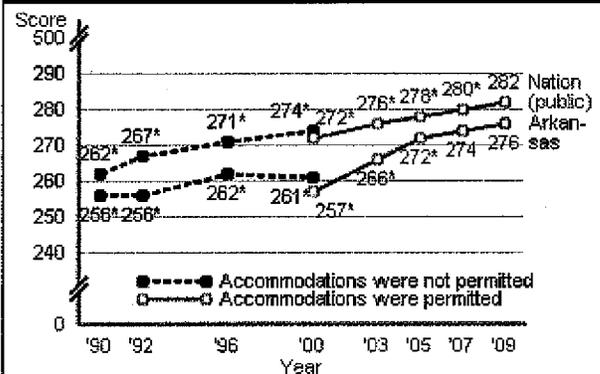


■ District of Columbia
 ■ DoDEA¹
¹ Department of Defense Education Activity schools (domestic and overseas).

In 2009, the average score in Arkansas was

- lower than those in 35 states/jurisdictions
- higher than those in 6 states/jurisdictions
- not significantly different from those in 10 states/jurisdictions

Compare the Average Score to Nation (public)



* Significantly different ($p < .05$) from 2009.

Results for Student Groups in 2009

Reporting Groups	Percent of students	Avg score	Percentages at or above		Percent at Advanced
			Basic	Proficient	
Gender¹					
Male	51	275	66	27	4
Female	49	277	68	27	5
Race/Ethnicity					
White	69	284	76	34	6
Black	21	251	36	8	#
Hispanic	8	269	23	6	1
Asian/Pacific Islander	1	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡
National School Lunch Program¹					
Eligible	53	264	51	15	1
Not eligible	47	290	81	40	8

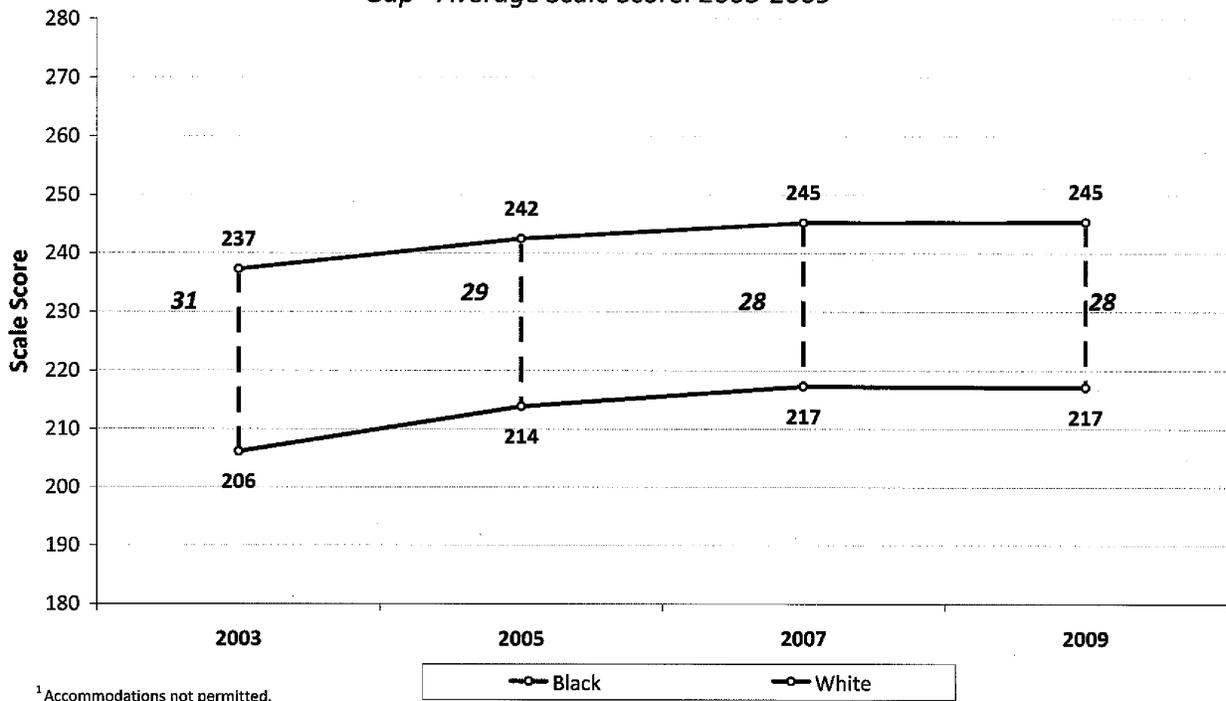
Rounds to zero. ‡ Reporting standards not met.
 NOTE: Detail may not sum to totals because of rounding, and because the "Information not available" category for the National School Lunch Program, which provides free/reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed.

Score Gaps for Student Groups

- In 2009, female students in Arkansas had an average score that was not significantly different from that of male students. This performance gap was not significantly different from that in 1990 (2 points).
- In 2009, Black students had an average score that was 34 points lower than that of White students. This performance gap was not significantly different from that in 1990 (34 points).
- In 2009, Hispanic students had an average score that was 15 points lower than that of White students. Data are not reported for Hispanic students in 1990, because reporting standards were not met.
- In 2009, students who were eligible for free/reduced-price school lunch, an indicator of poverty, had an average score that was 26 points lower than that of students who were not eligible for free/reduced-price school lunch. This performance gap was not significantly different from that in 1996 (24 points).

NOTE: Statistical comparisons are calculated on the basis of unrounded scale scores or percentages.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1990–2009 Mathematics Assessments.

NAEP Mathematics Grade 4 — White - Black Gap - Average Scale Score: 2003-2009

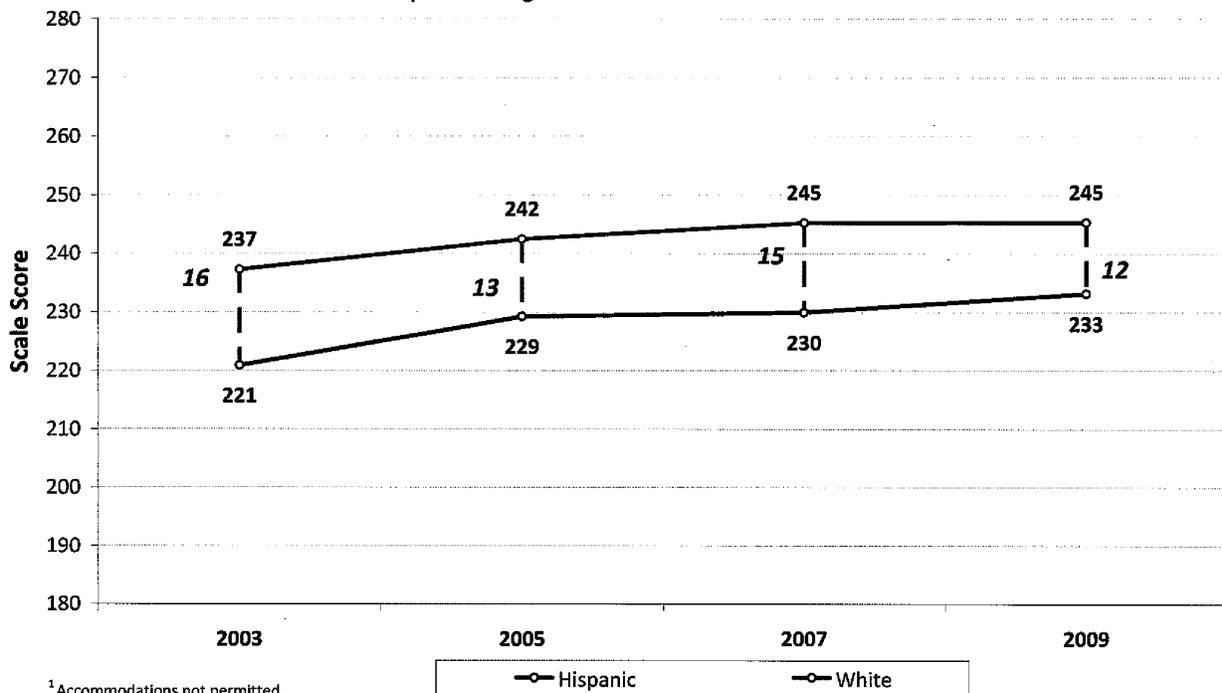


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 4 – White - Hispanic
Gap - Average Scale Score: 2003-2009

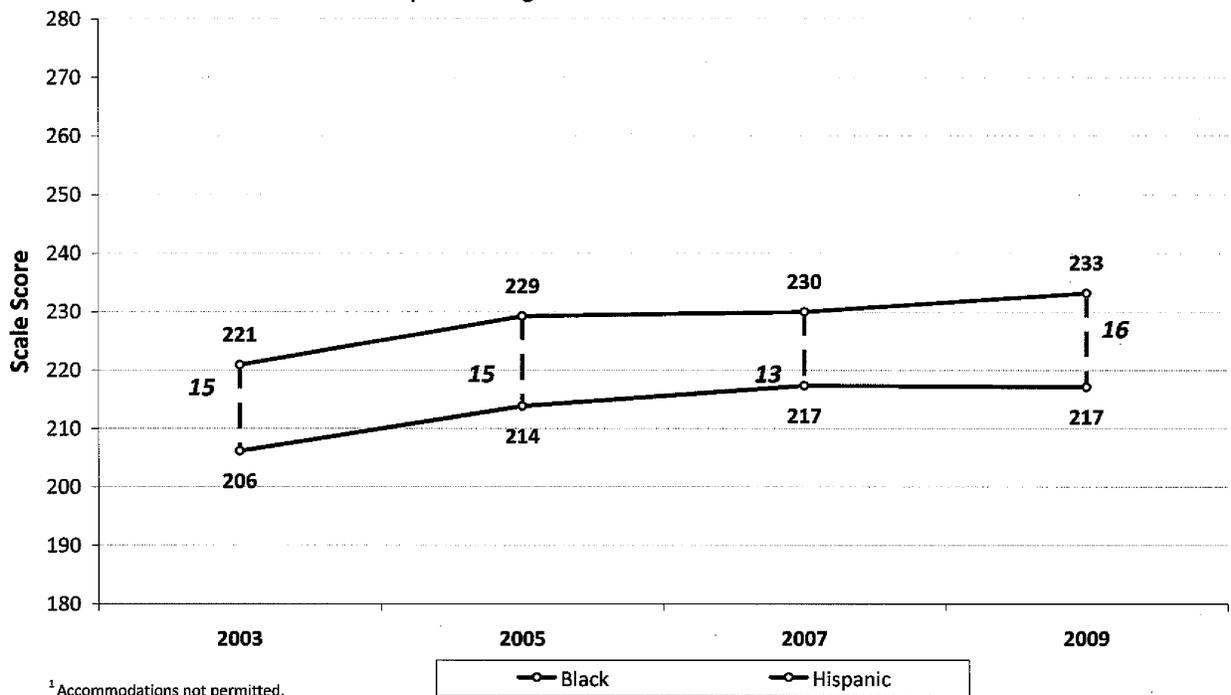


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 4 — Hispanic - Black
Gap - Average Scale Score: 2003-2009

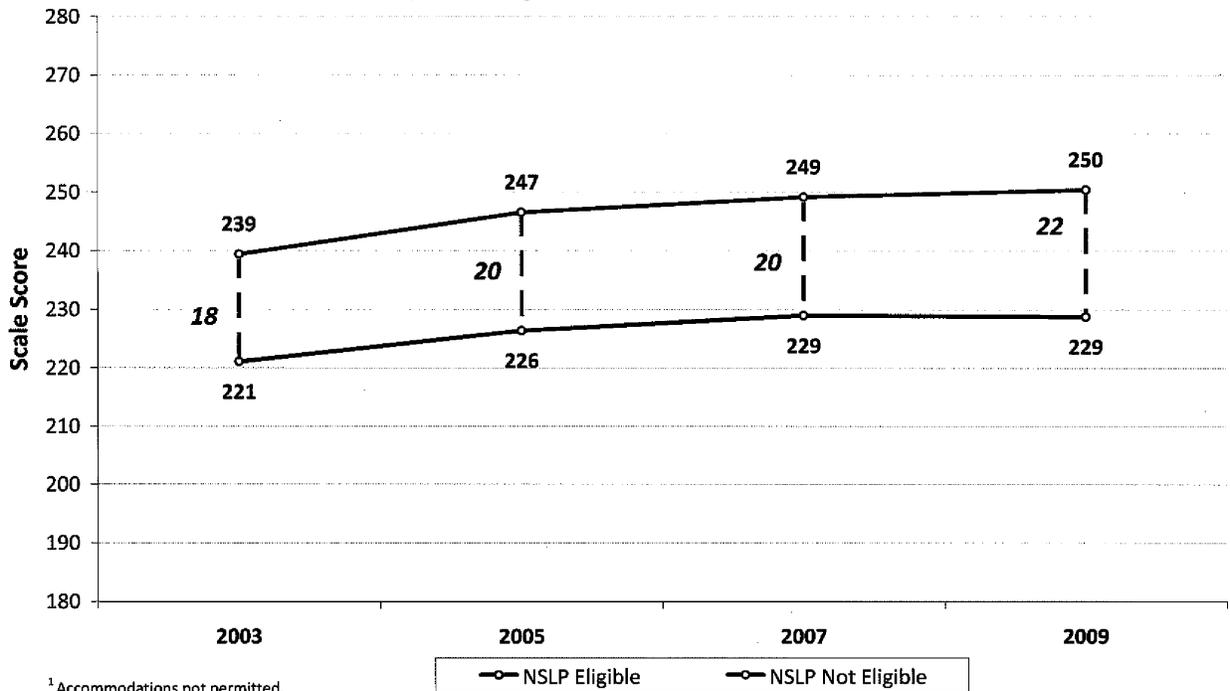


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 4 — National School Lunch Program
Gap - Average Scale Score: 2003-2009

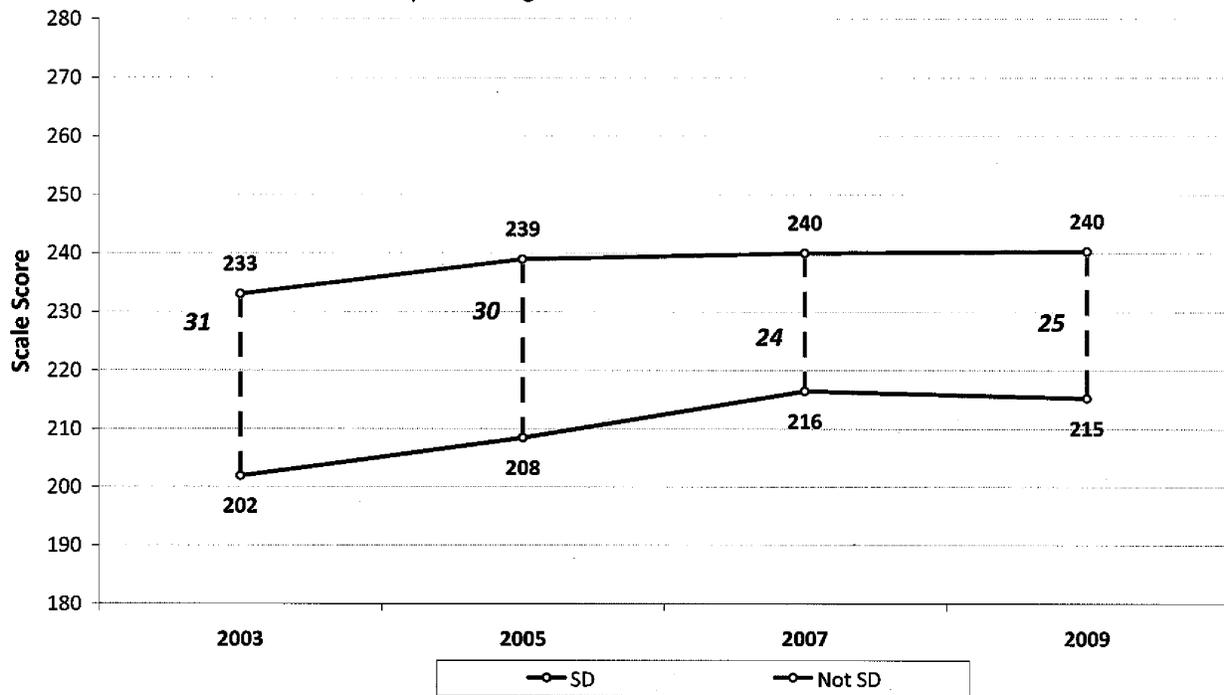


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

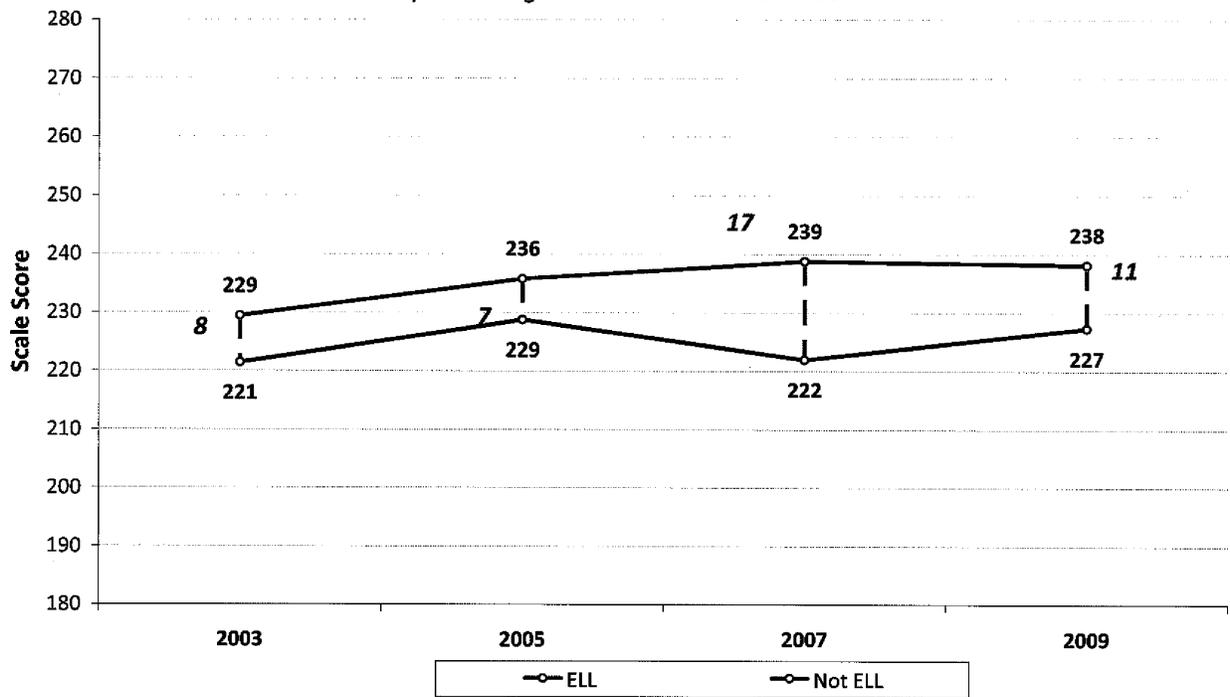
NAEP Mathematics Grade 4 — Students with Disabilities
Gap - Average Scale Score: 2003-2009



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

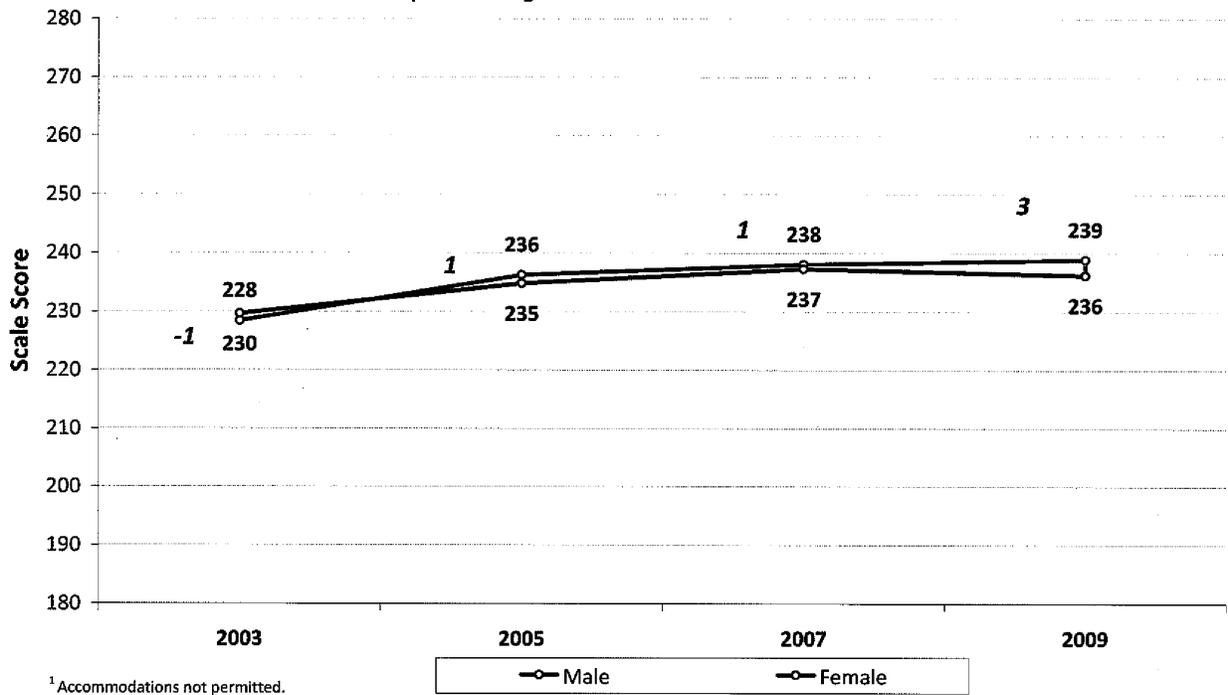
NAEP Mathematics Grade 4 — English Language Learners
Gap - Average Scale Score: 2003-2009



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 4 – Gender
Gap - Average Scale Score: 2003-2009

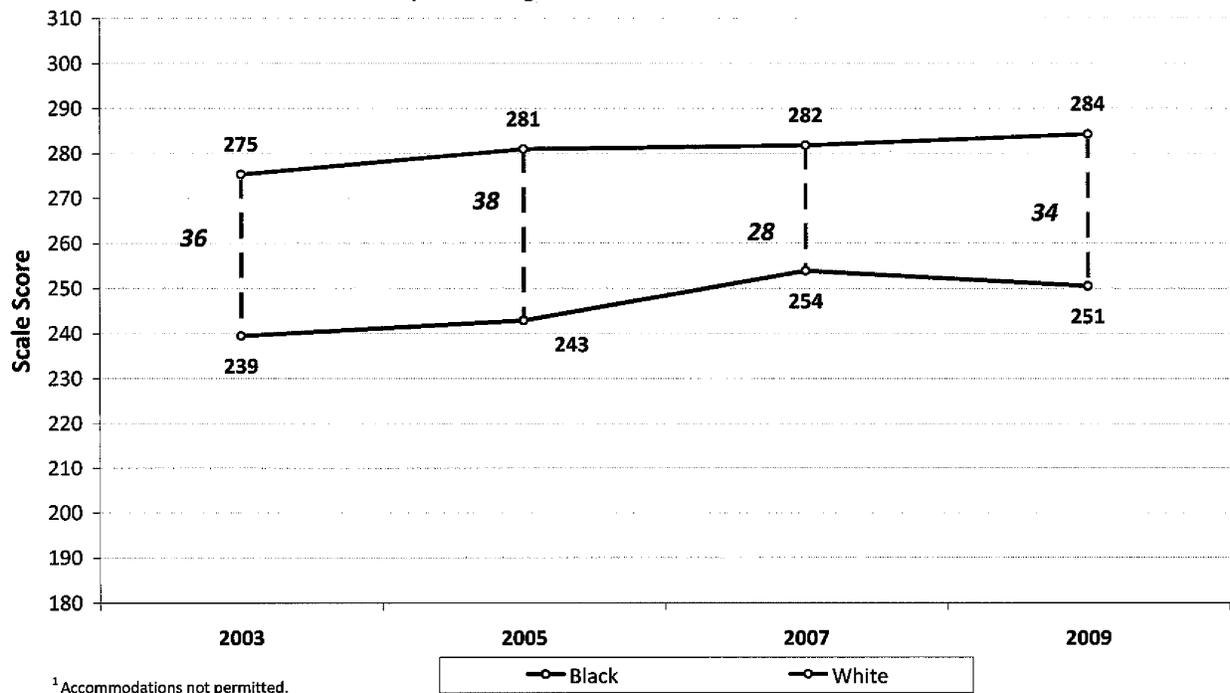


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 – White - Black
Gap - Average Scale Score: 2003-2009

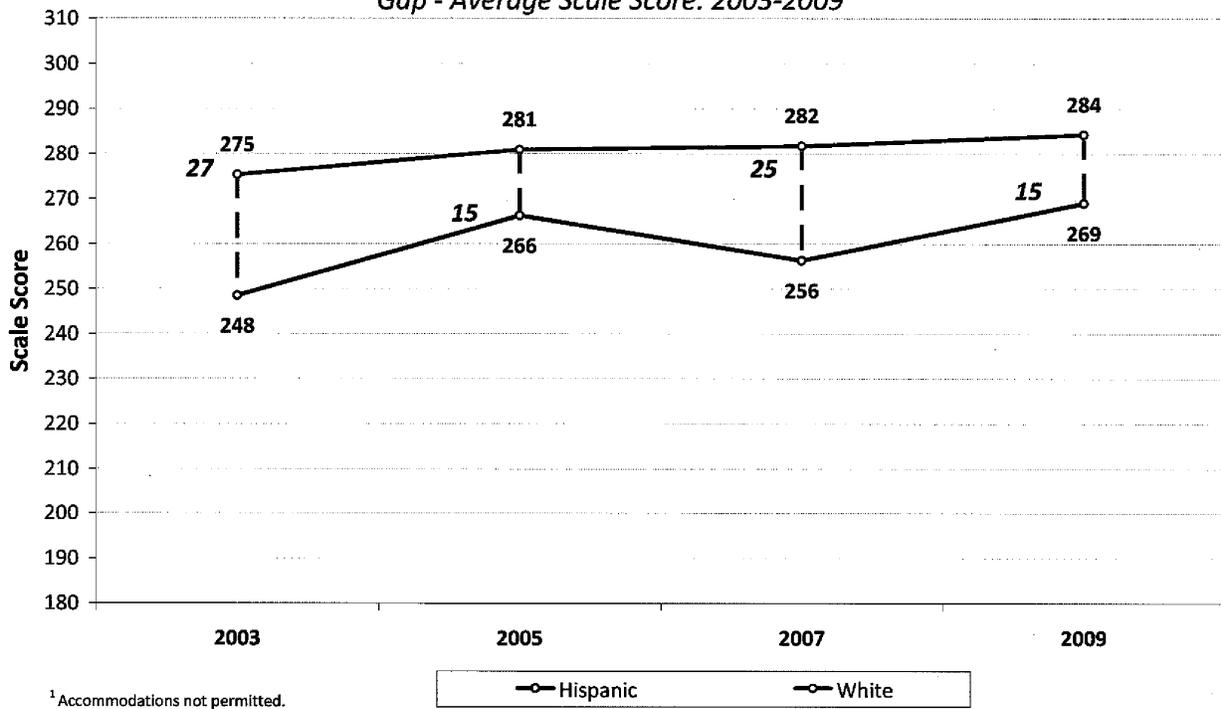


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 – White - Hispanic
Gap - Average Scale Score: 2003-2009

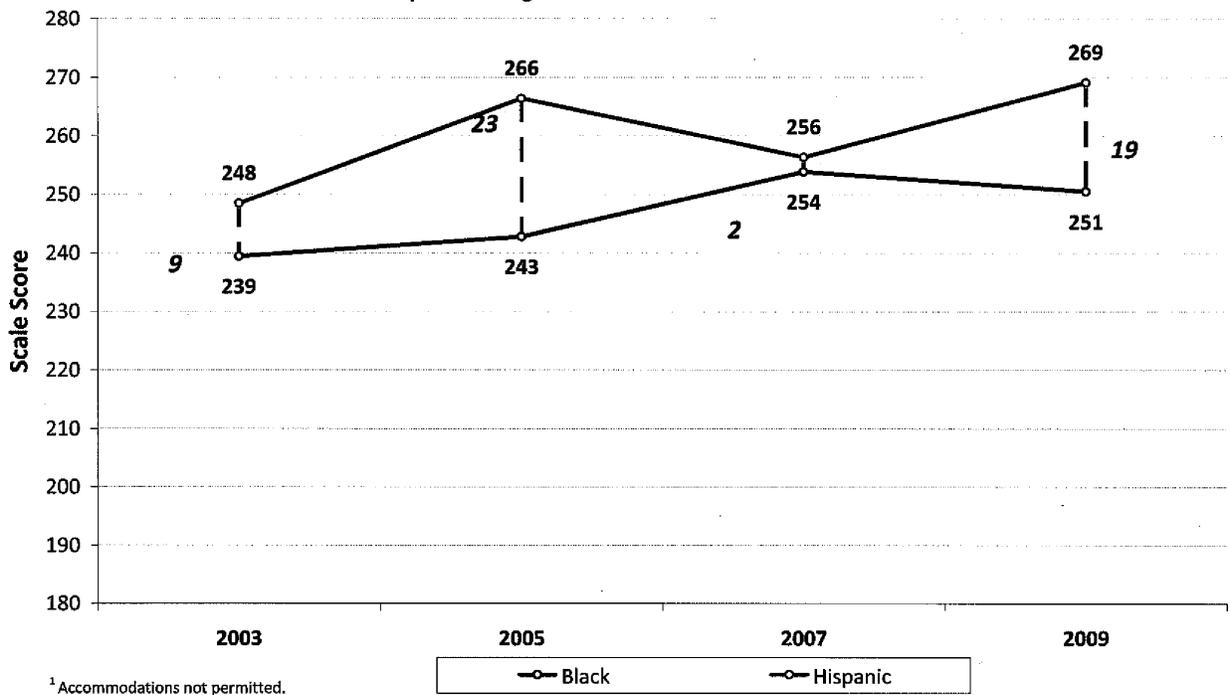


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 — Hispanic - Black
Gap - Average Scale Score: 2003-2009

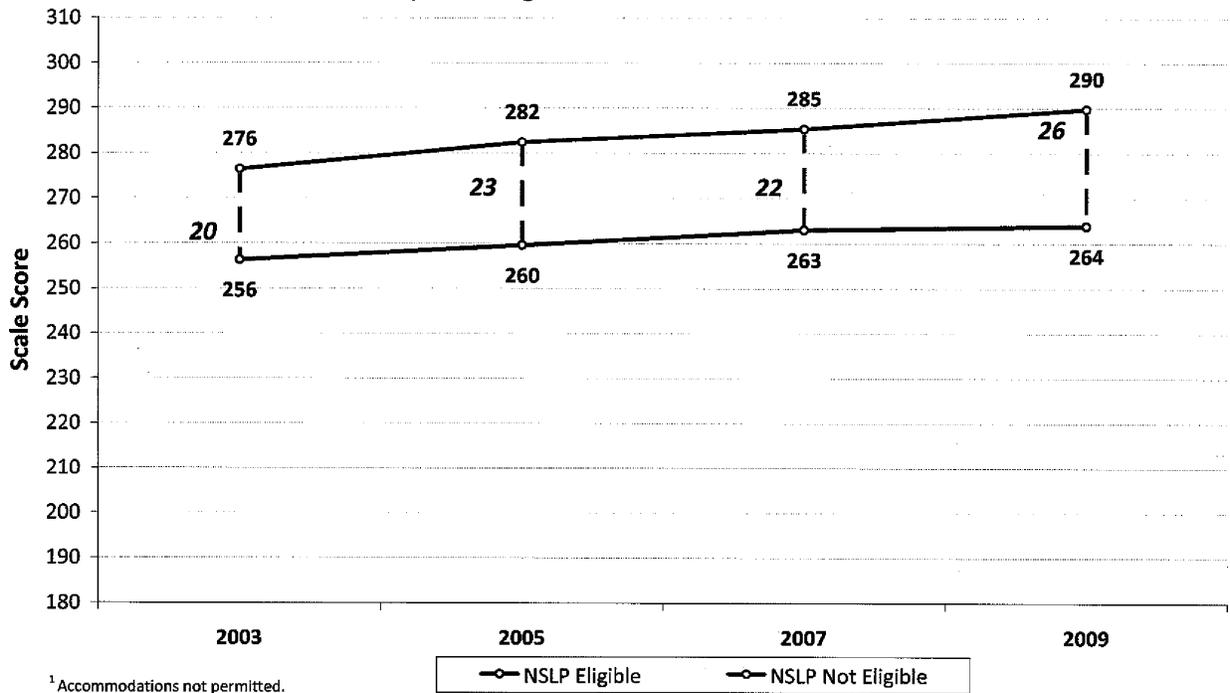


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 — National School Lunch Program
Gap - Average Scale Score: 2003-2009

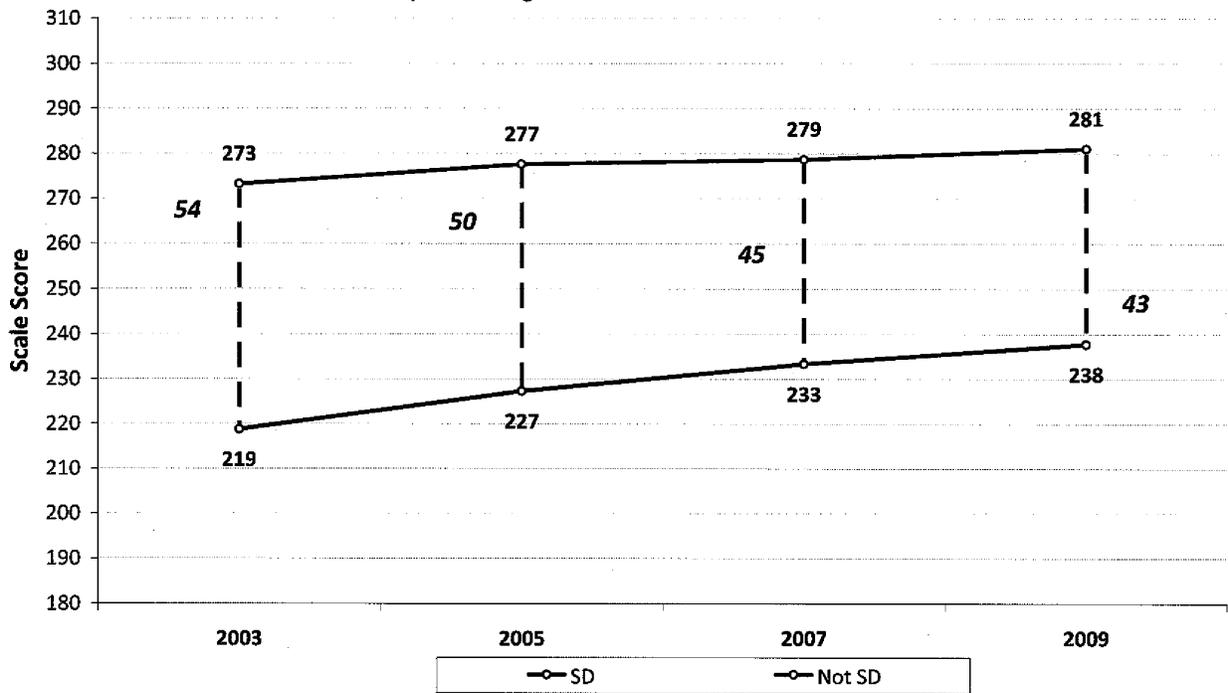


¹Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

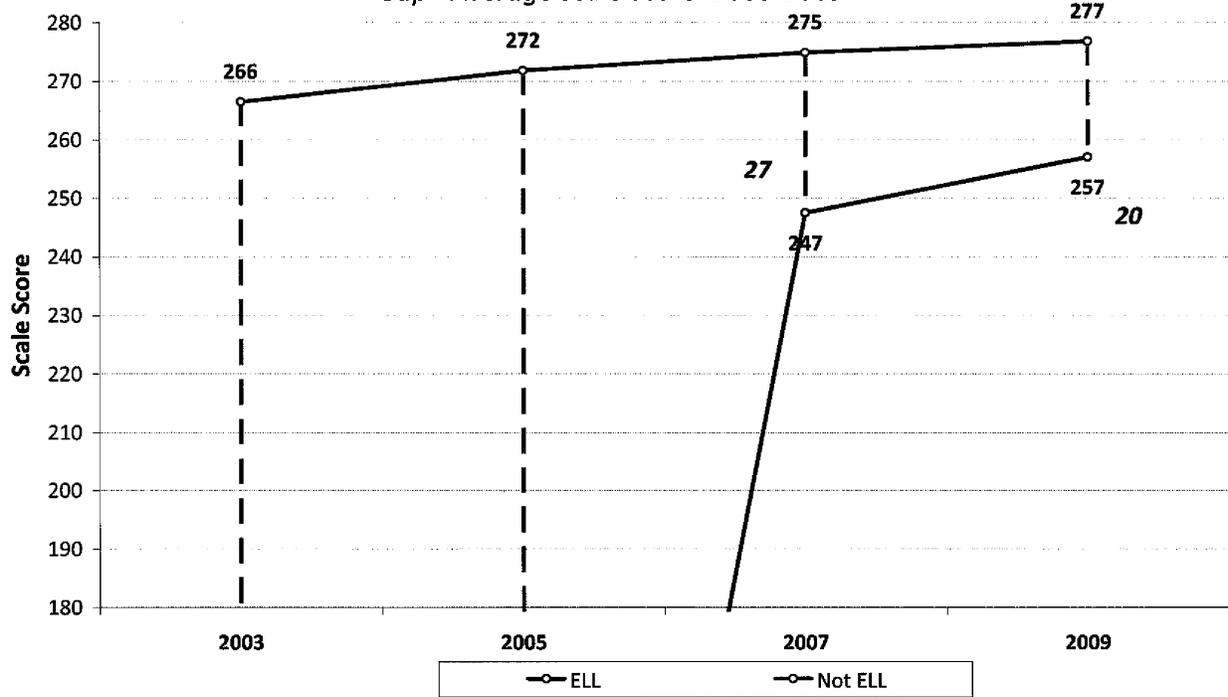
NAEP Mathematics Grade 8 — Students with Disabilities
Gap - Average Scale Score: 2003-2009



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 — English Language Learners

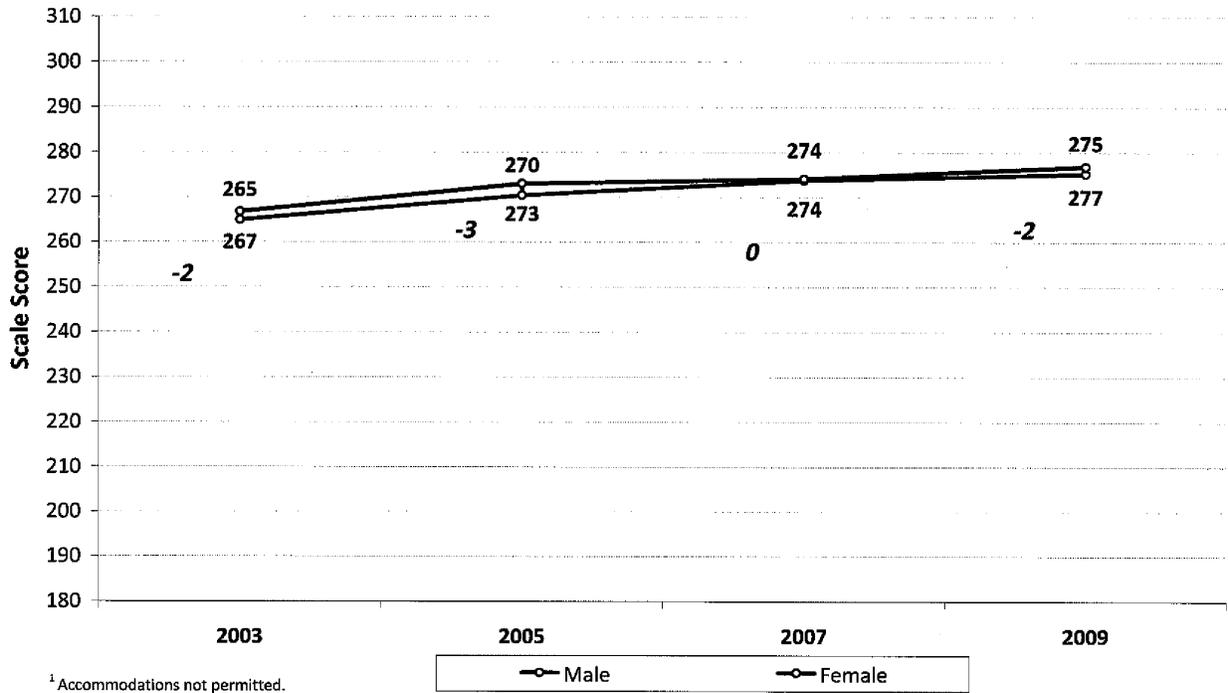
Gap - Average Scale Score: 2003-2009



NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Mathematics Grade 8 — Gender
Gap - Average Scale Score: 2003-2009



¹ Accommodations not permitted.

NOTE: The NAEP Mathematics scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arkansas NAEP 2003-2007 – Grade 4 Reading

Gap - Average Scale Scores

Year	Statistic	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Not SD	ELL	Not ELL	Neither SD nor ELL	Male	Female
2003	Average Scale Score	214	229	190	204			204	227	164	219	201	214	219	209	218
2005		217	225	194	212			206	230	176	220	205	217	221	213	221
2007		217	226	195	202			205	232	183	220	188	219	222	213	221

Reporting standards not met in blank cells.

NOTE: The NAEP Reading scale ranges from 0 to 600. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Reading Assessments.

Year	White/Black Gap	White/Hispanic Gap	Black/Hispanic Gap
2003	33	19	14
2005	32	13	19
2007	31	24	7

NSLP Not Eligible - Hispanic Gap
23
24
26

Not SD-SD Gap
54
44
37

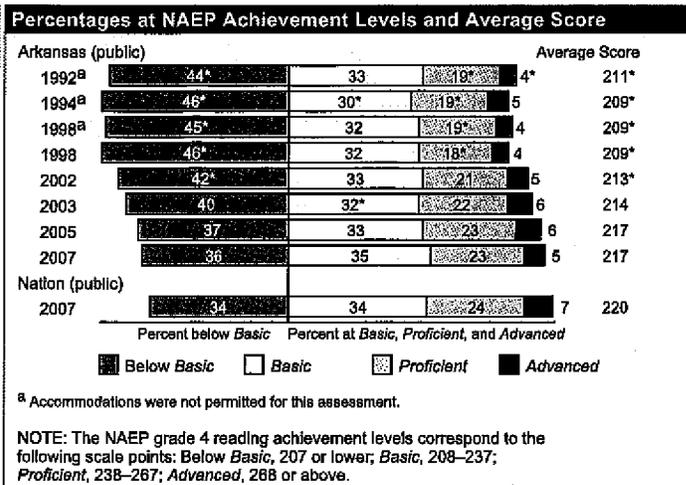
Not ELL-ELL Gap
13
13
31

Male - Female Gap
-10
-8
-9

The National Assessment of Educational Progress (NAEP) assesses reading in two content areas in grade 4: reading for literary experience and to gain information. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arkansas

- In 2007, the average scale score for fourth-grade students in Arkansas was 217. This was not significantly different from their average score in 2005 (217) and was higher than their average score in 1992 (211).¹
- Arkansas' average score (217) in 2007 was lower than that of the nation's public schools (220).
- Of the 52 states and other jurisdictions that participated in the 2007 fourth-grade assessment, students' average scale score in Arkansas was higher than those in 8 jurisdictions, not significantly different from those in 13 jurisdictions, and lower than those in 30 jurisdictions.²
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 29 percent in 2007. This percentage was not significantly different from that in 2005 (30 percent) and was greater than that in 1992 (23 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 64 percent in 2007. This percentage was not significantly different from that in 2005 (63 percent) and was greater than that in 1992 (56 percent).



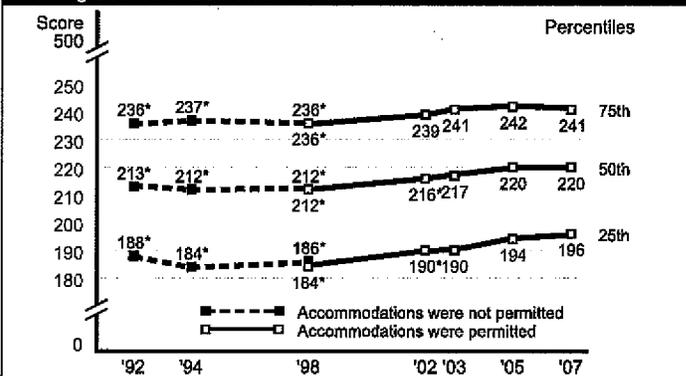
Performance of NAEP Reporting Groups in Arkansas: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent at or above Basic	Percent at or above Proficient	Percent Advanced
Male	50	213	41	50	25	4
Female	50	221	32	60	35	6
White	70	226	26	74	38	7
Black	20	195	65	35	9	1
Hispanic	8	202	52	49	16	2
Asian/Pacific Islander	1	‡	‡	‡	‡	‡
American Indian/Alaska Native	1	‡	‡	‡	‡	‡
Eligible for National School Lunch Program	56	205	50	50	17	2
Not eligible for National School Lunch Program	44	232	20	80	44	10

Average Score Gaps Between Selected Groups

- In 2007, male students in Arkansas had an average score that was lower than that of female students by 9 points. In 1992, the average score for male students was lower than that of female students by 8 points.
- In 2007, Black students had an average score that was lower than that of White students by 31 points. In 1992, the average score for Black students was lower than that of White students by 29 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 24 points. Data are not reported for Hispanic students in 1992, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 26 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 25 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 46 points. In 1992, the score gap between students at the 75th percentile and students at the 25th percentile was 48 points.

Reading Scores at Selected Percentiles



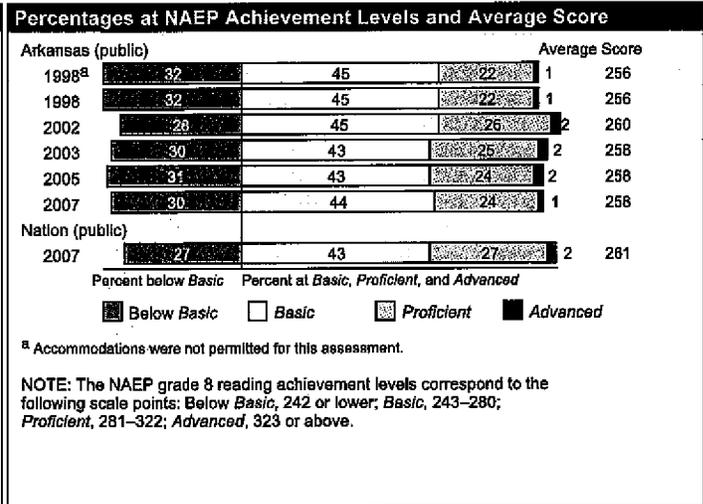
NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero. ‡ Reporting standards not met.
 * Significantly different from 2007. † Significantly higher than 2005. ‡ Significantly lower than 2005.
¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Arkansas were 6 percent and 2 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.
² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.
 NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1992–2007 Reading Assessments.

The National Assessment of Educational Progress (NAEP) assesses reading in three content areas in grade 8: reading for literary experience, to gain information, and to perform a task. The NAEP reading scale ranges from 0 to 500.

Overall Reading Results for Arkansas

- In 2007, the average scale score for eighth-grade students in Arkansas was 258. This was not significantly different from their average score in 2005 (258) and was not significantly different from their average score in 1998 (256).¹
- Arkansas' average score (258) in 2007 was lower than that of the nation's public schools (261).
- Of the 52 states and other jurisdictions that participated in the 2007 eighth-grade assessment, students' average scale score in Arkansas was higher than those in 8 jurisdictions, not significantly different from those in 12 jurisdictions, and lower than those in 31 jurisdictions.²
- The percentage of students in Arkansas who performed at or above the NAEP *Proficient* level was 25 percent in 2007. This percentage was not significantly different from that in 2005 (26 percent) and was not significantly different from that in 1998 (23 percent).
- The percentage of students in Arkansas who performed at or above the NAEP *Basic* level was 70 percent in 2007. This percentage was not significantly different from that in 2005 (69 percent) and was not significantly different from that in 1998 (68 percent).



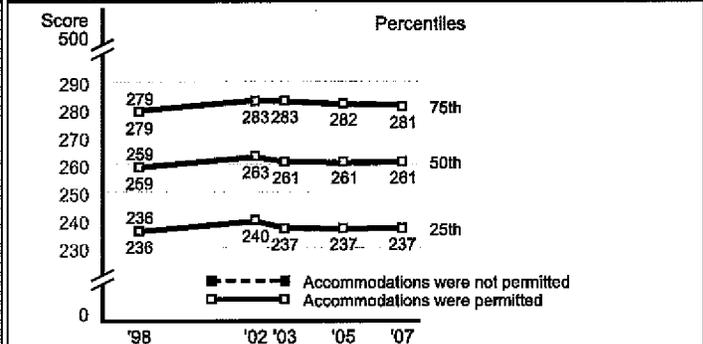
Performance of NAEP Reporting Groups in Arkansas: 2007

Reporting groups	Percent of students	Average score	Percent below Basic	Percent at Basic	Percent Proficient	Percent Advanced
Male	49	253	36	6	21	1
Female	51	263	25	75	30	2
White	68	266	21	79	32	2
Black	24	236	57	23	3	#
Hispanic	6	249	40	60	15	#
Asian/Pacific Islander	1	‡	‡	70	11	‡
American Indian/Alaska Native	1	‡	‡	41	11	‡
Eligible for National School Lunch Program	51	247	42	58	15	1
Not eligible for National School Lunch Program	49	269	18	82	36	2

Average Score Gaps Between Selected Groups

- In 2007, male students in Arkansas had an average score that was lower than that of female students by 11 points. In 1998, the average score for male students was lower than that of female students by 11 points.
- In 2007, Black students had an average score that was lower than that of White students by 31 points. In 1998, the average score for Black students was lower than that of White students by 29 points.
- In 2007, Hispanic students had an average score that was lower than that of White students by 18 points. Data are not reported for Hispanic students in 1998, because reporting standards were not met.
- In 2007, students who were eligible for free/reduced-price school lunch, a proxy for poverty, had an average score that was lower than that of students who were not eligible for free/reduced-price school lunch by 22 points. In 1998, the average score for students who were eligible for free/reduced-price school lunch was lower than the score of those not eligible by 21 points.
- In 2007, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points. In 1998, the score gap between students at the 75th percentile and students at the 25th percentile was 44 points.

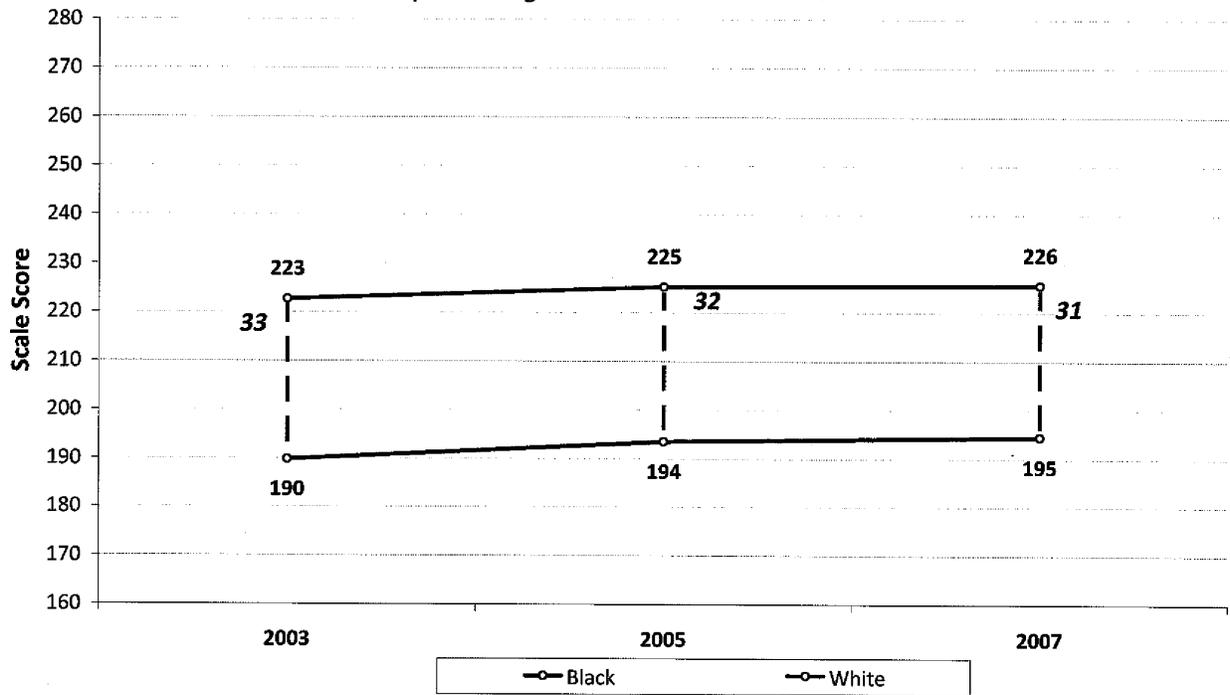
Reading Scores at Selected Percentiles



NOTE: Scores at selected percentiles on the NAEP reading scale indicate how well students at lower, middle, and higher levels performed.

Rounds to zero. ‡ Reporting standards not met.
 * Significantly different from 2007. † Significantly higher than 2005. ‡ Significantly lower than 2005.
¹ Comparisons (higher/lower/narrower/wider/not different) are based on statistical tests. The .05 level was used for testing statistical significance. Statistical comparisons are calculated on the basis of unrounded scale scores or percentages. Comparisons across jurisdictions and comparisons with the nation or within a jurisdiction across years may be affected by differences in exclusion rates for students with disabilities (SD) and English language learners (ELL). The exclusion rates for SD and ELL in Arkansas were 5 percent and 1 percent in 2007, respectively. For more information on NAEP significance testing see <http://nces.ed.gov/nationsreportcard/reading/interpret-results.asp#statistical>.
² "Jurisdictions" refers to states and the District of Columbia and the Department of Defense Education Activity schools.
 NOTE: Detail may not sum to totals because of rounding and because the "Information not available" category for the National School Lunch Program, which provides free and reduced-price lunches, and the "Unclassified" category for race/ethnicity are not displayed. Visit <http://nces.ed.gov/nationsreportcard/states/> for additional results and detailed information.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), various years, 1998–2007 Reading Assessments.

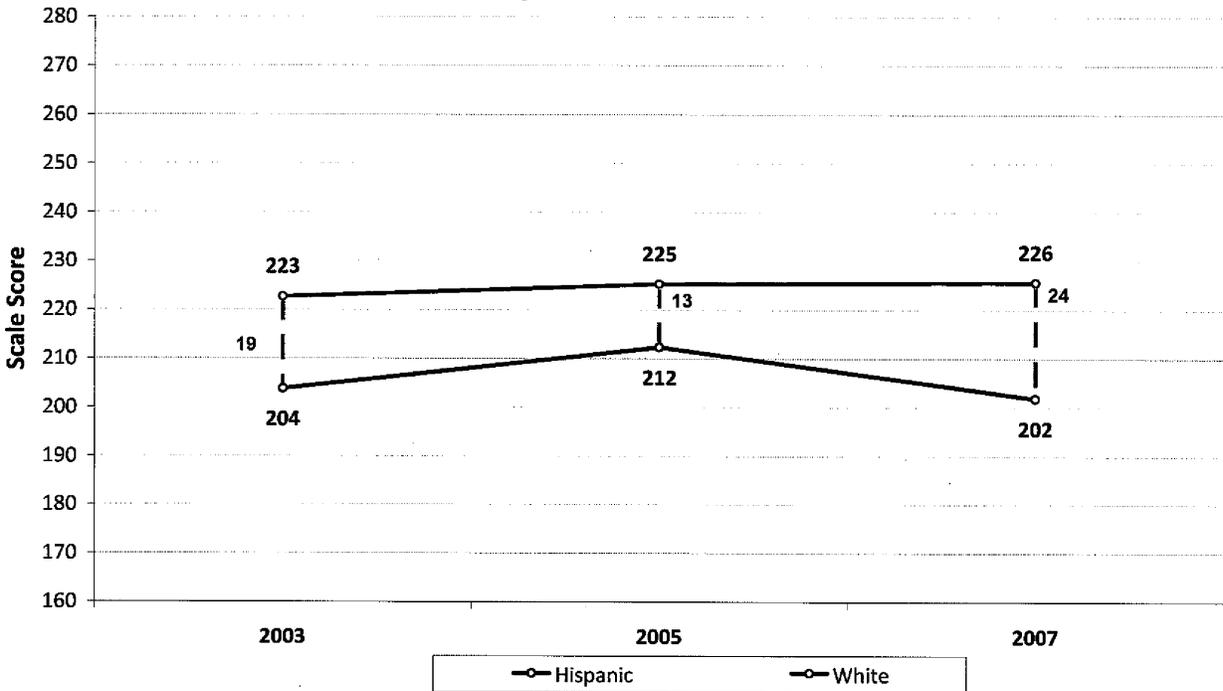
NAEP Reading Grade 4 — White - Black
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

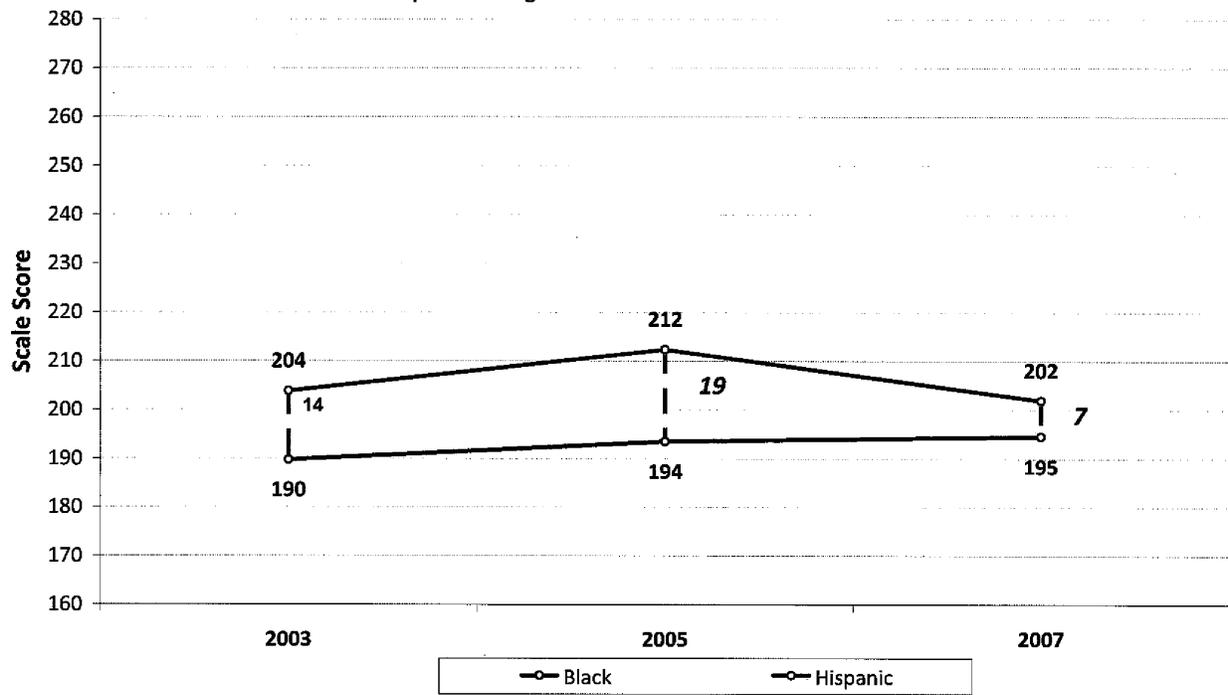
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 – White - Hispanic
Gap - Average Scale Score: 2003-2007



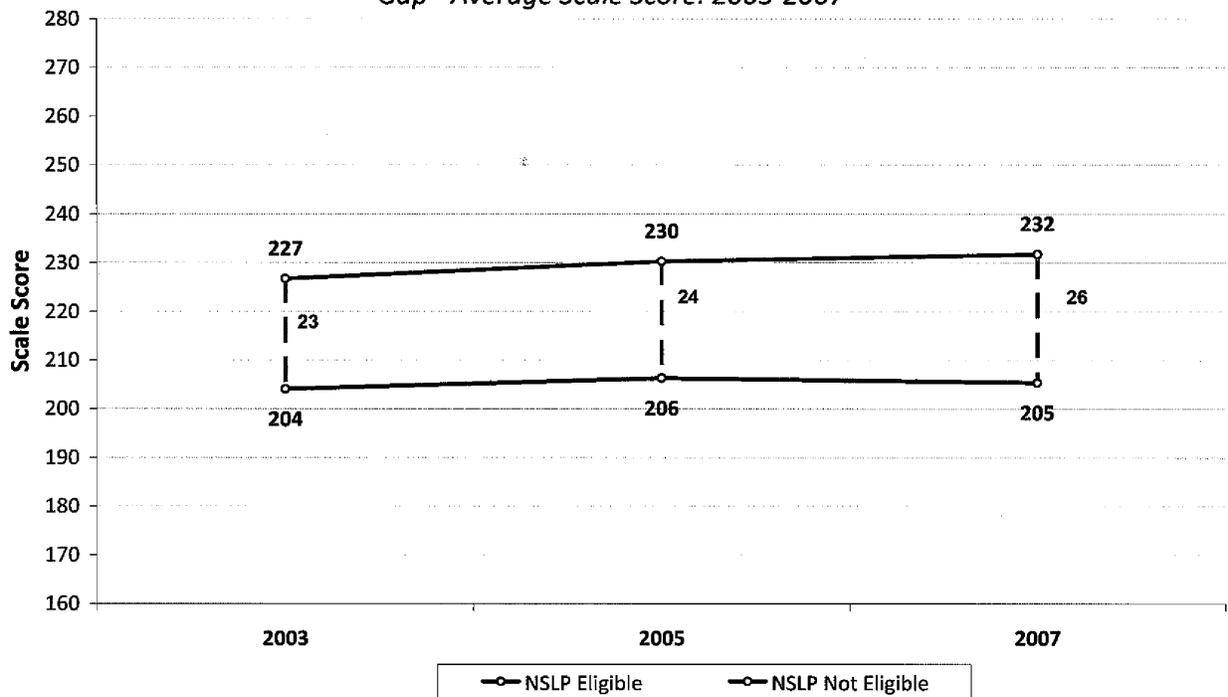
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 — Hispanic - Black
Gap - Average Scale Score: 2003-2007



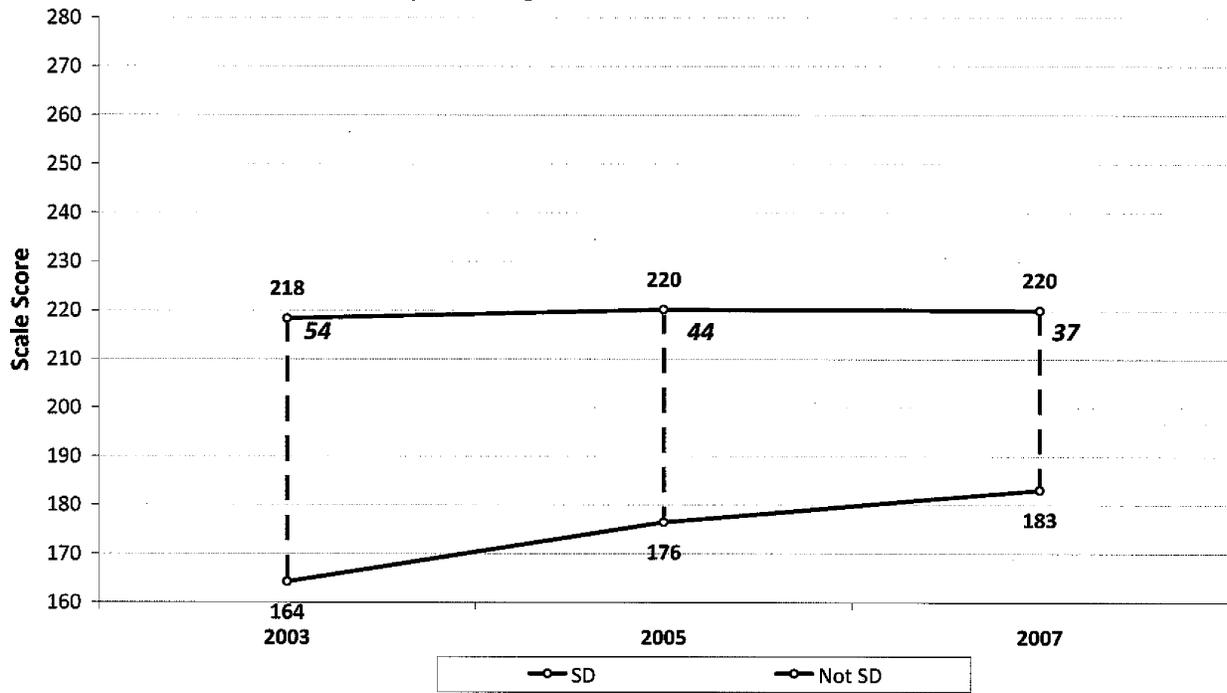
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 — National School Lunch Program
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

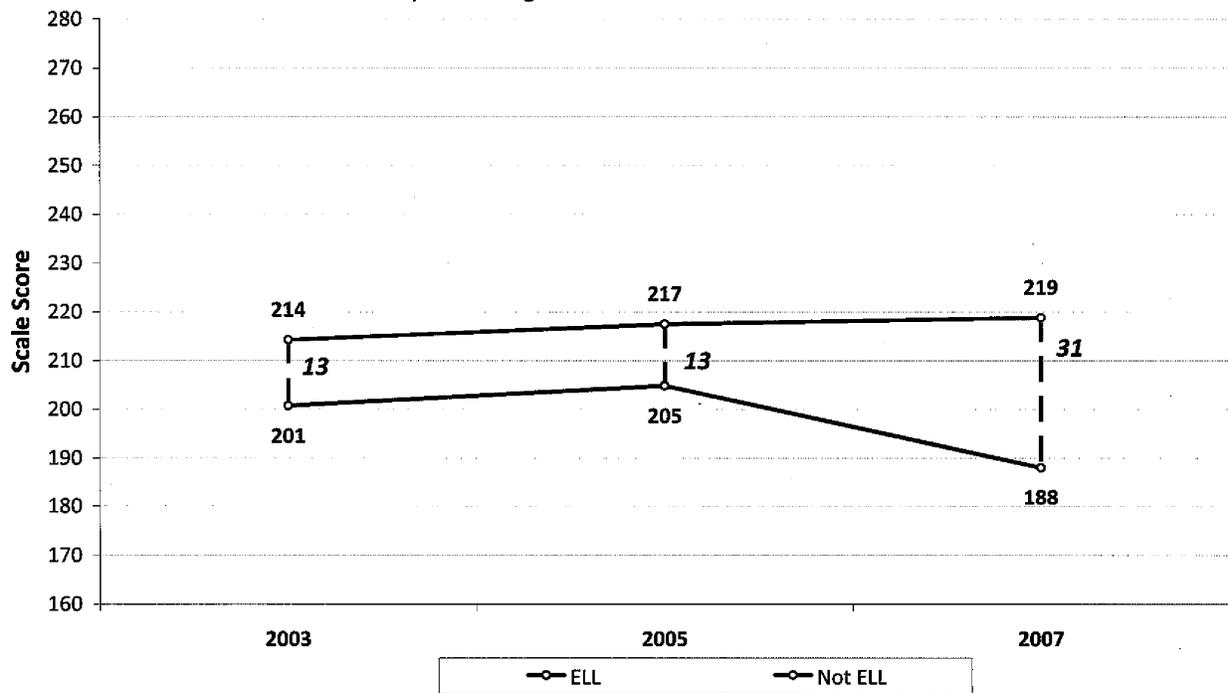
NAEP Reading Grade 4 — Students with Disabilities
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

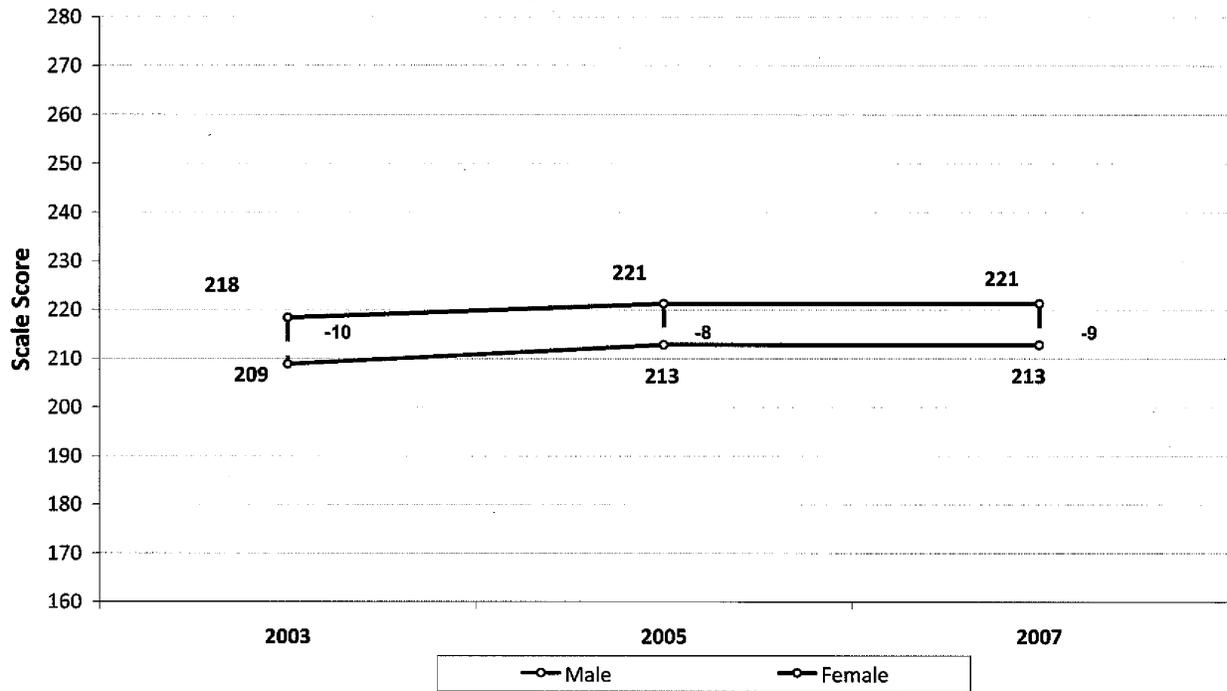
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 — English Language Learners
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 4 — Gender
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arkansas NAEP 2003-2007 – Grade 8 Reading

Gap - Average Scale Scores

Year	Statistic	Overall	White	Black	Hispanic	Asian	American Indian	NSLP Eligible	NSLP Not Eligible	SD	Not SD	ELL	Not ELL	Neither SD nor ELL	Male	Female
2003	Average Scale Score	258	266	232	257			250	267	214	263		258	263	254	263
2005		259	266	236	250			247	268	211	262		258	262	252	263
2007		258	266	236	249			247	269	218	261	234	259	262	253	263

Reporting standards not met in blank cells.

NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP) Reading Assessments.

Year	White/Black Gap	White/Hispanic Gap	Black/Hispanic Gap
2003	33	9	25
2005	29	16	14
2007	31	18	13

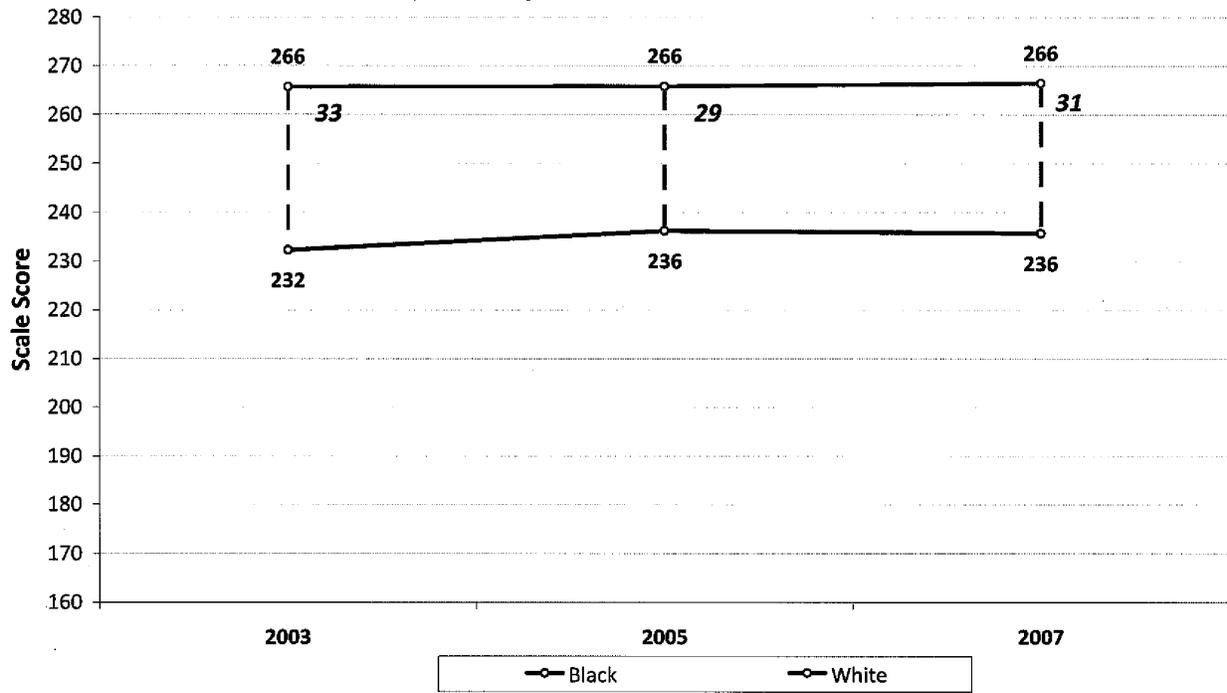
NSLP Not Eligible - Eligible Gap
17
21
22

Not SD-SD Gap
49
51
43

Not ELL-ELL Gap
24

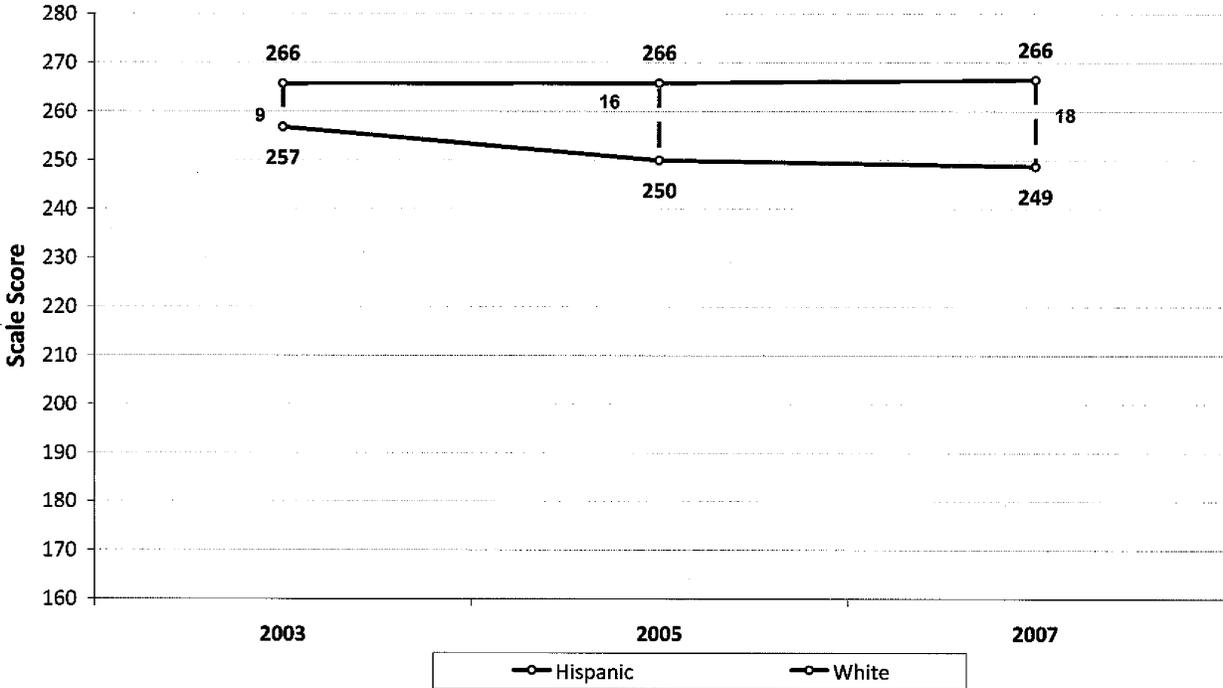
Male - Female Gap
-9
-11
-11

NAEP Reading Grade 8 — White - Black
Gap - Average Scale Score: 2003-2007



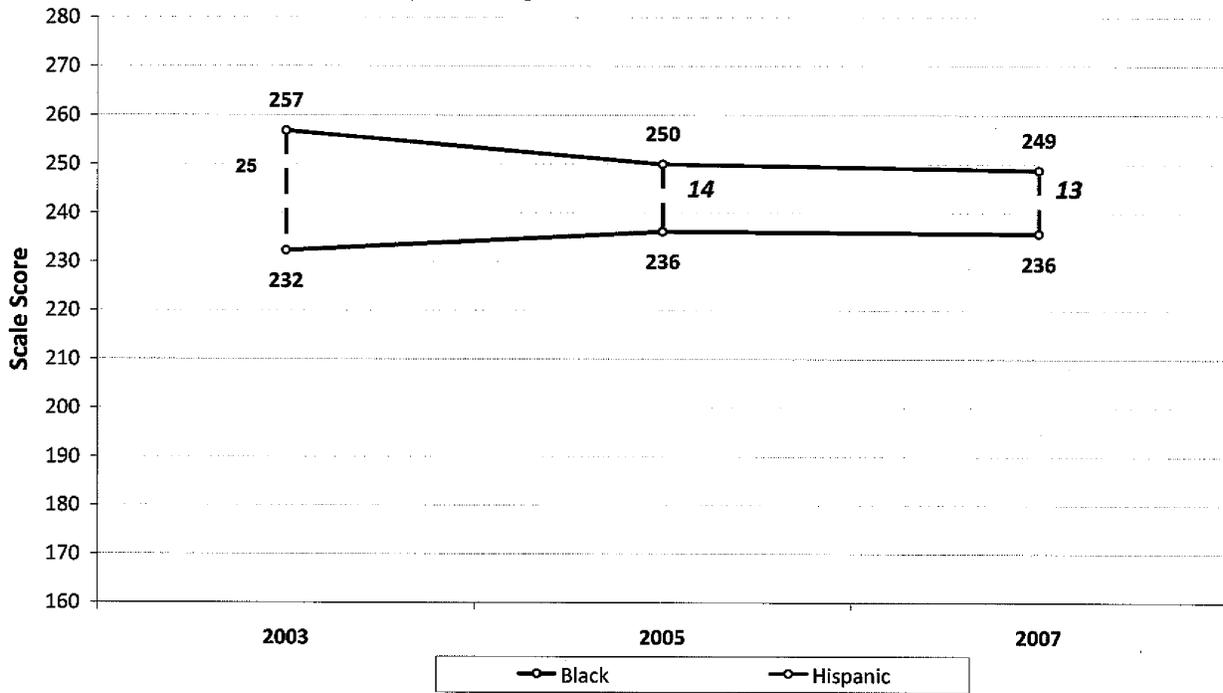
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 – White - Hispanic
Gap - Average Scale Score: 2003-2007



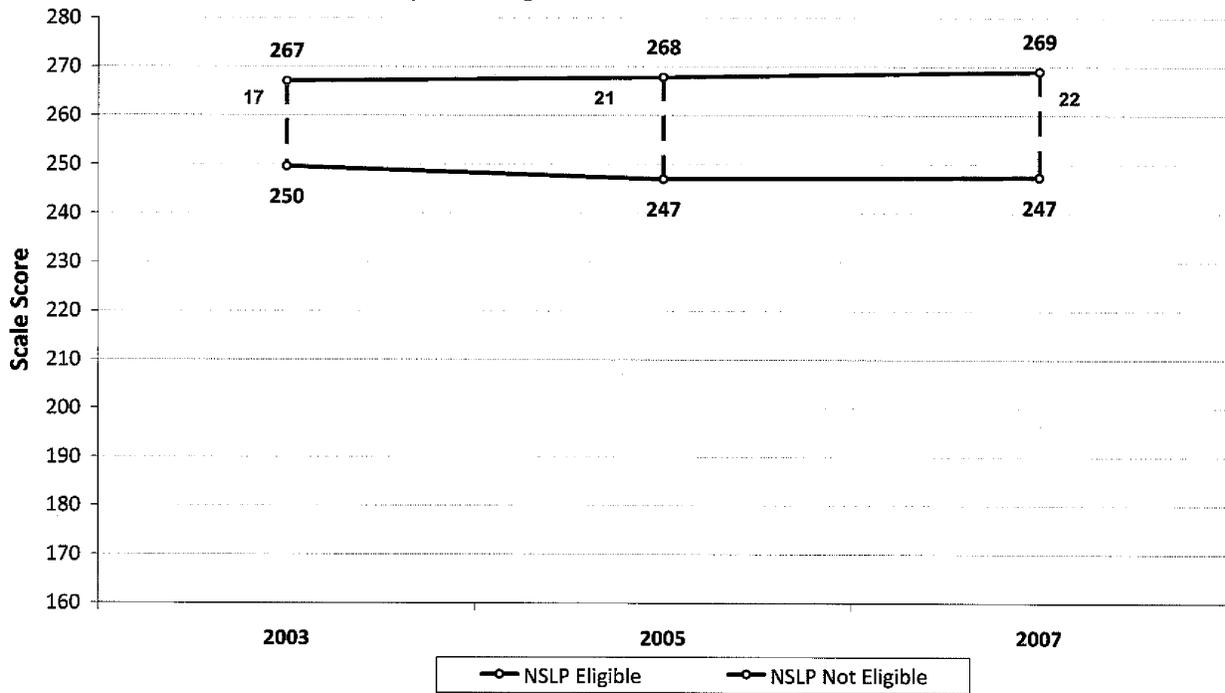
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — Hispanic - Black
Gap - Average Scale Score: 2003-2007



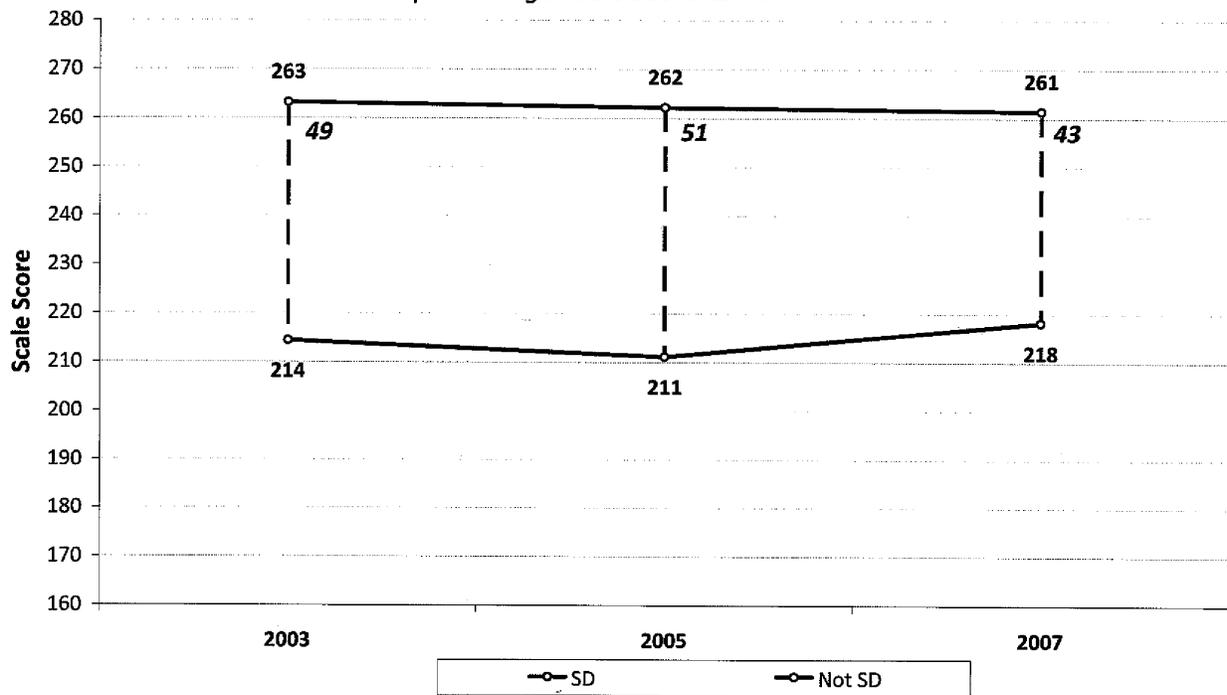
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — National School Lunch Program
Gap - Average Scale Score: 2003-2007



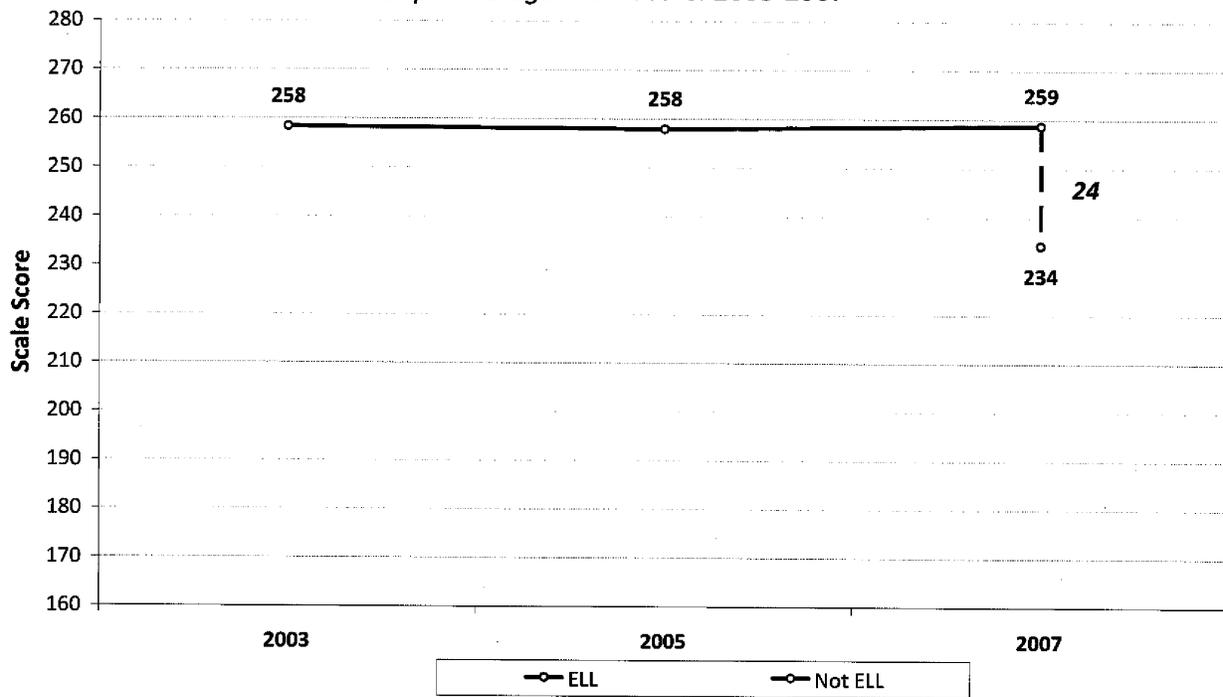
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
 SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — Students with Disabilities Gap - Average Scale Score: 2003-2007



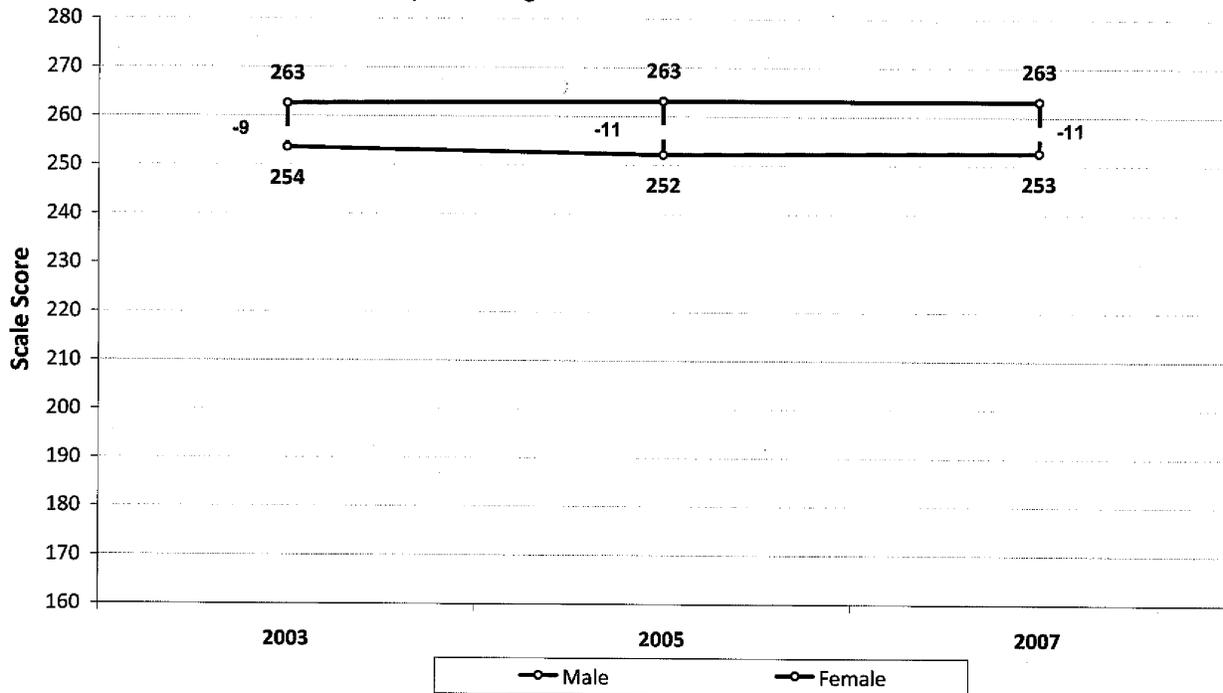
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — English Language Learners
Gap - Average Scale Score: 2003-2007



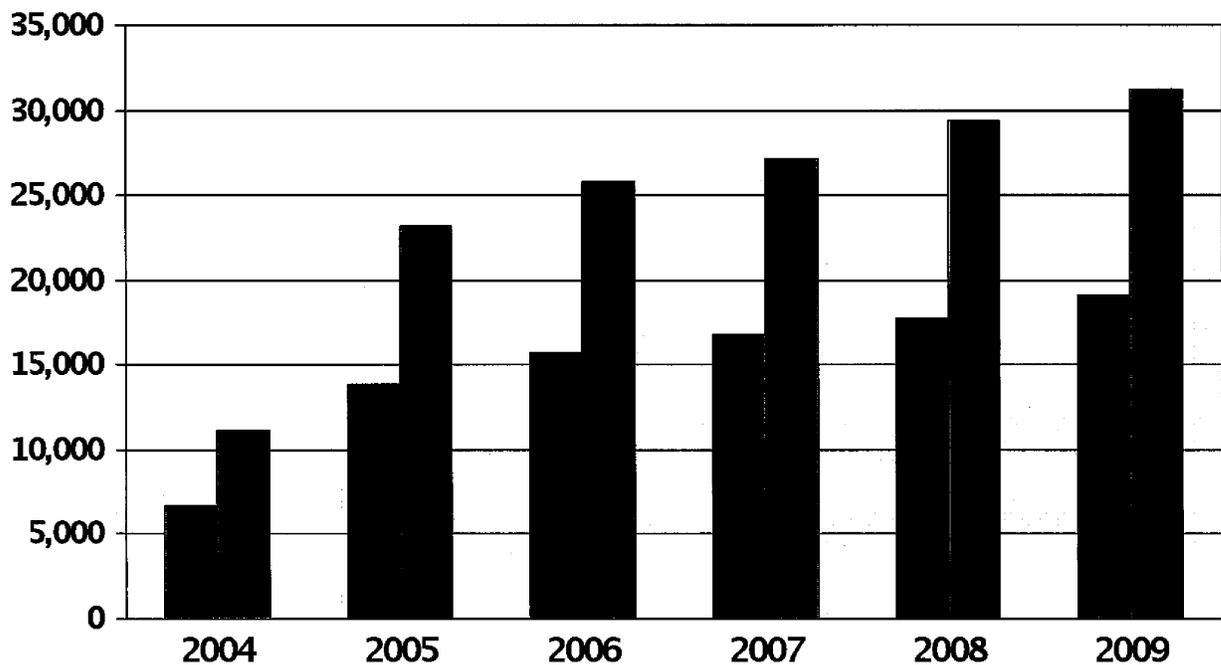
NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

NAEP Reading Grade 8 — Gender
Gap - Average Scale Score: 2003-2007



NOTE: The NAEP Reading scale ranges from 0 to 500. Observed differences are not necessarily statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Arkansas AP[®] Participation 2004-2009

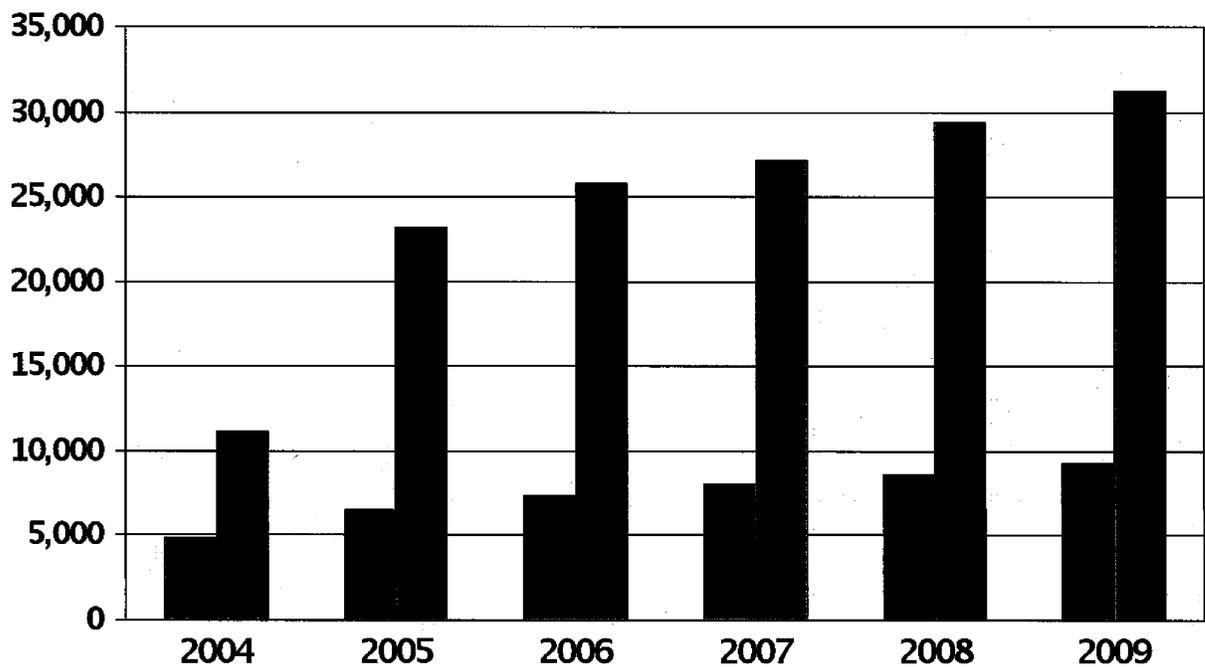


■ Test Takers	6,674	13,883	15,705	16,804	17,729	19,115
■ Exams	11,112	23,140	25,780	27,170	29,339	31,232



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2004-2009 Arkansas Total Examinations and Examinations receiving a 3 or higher



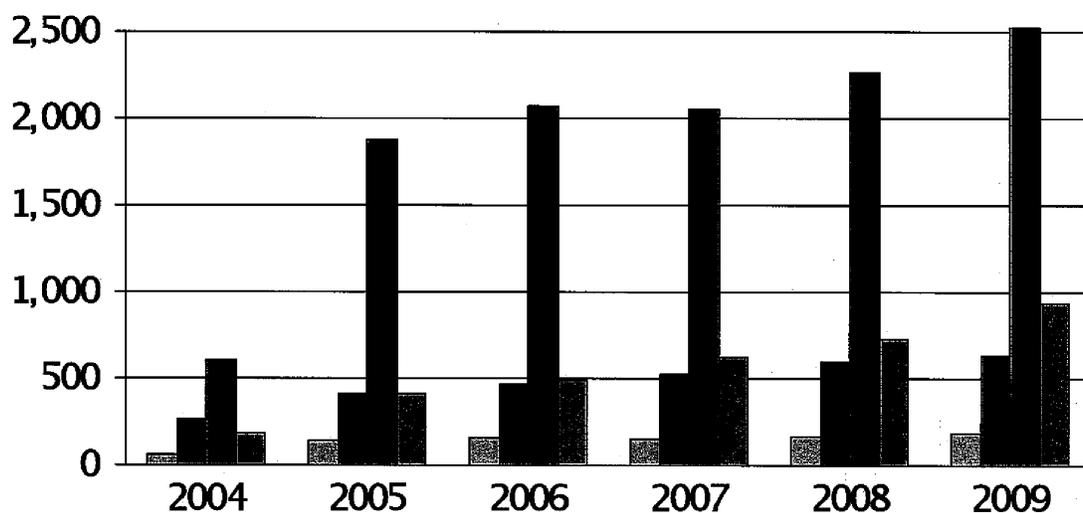
■ # of 3, 4, & 5	4,881	6,524	7,368	8,084	8,588	9,281
■ Exams	11,112	23,140	25,780	27,170	29,339	31,232

2



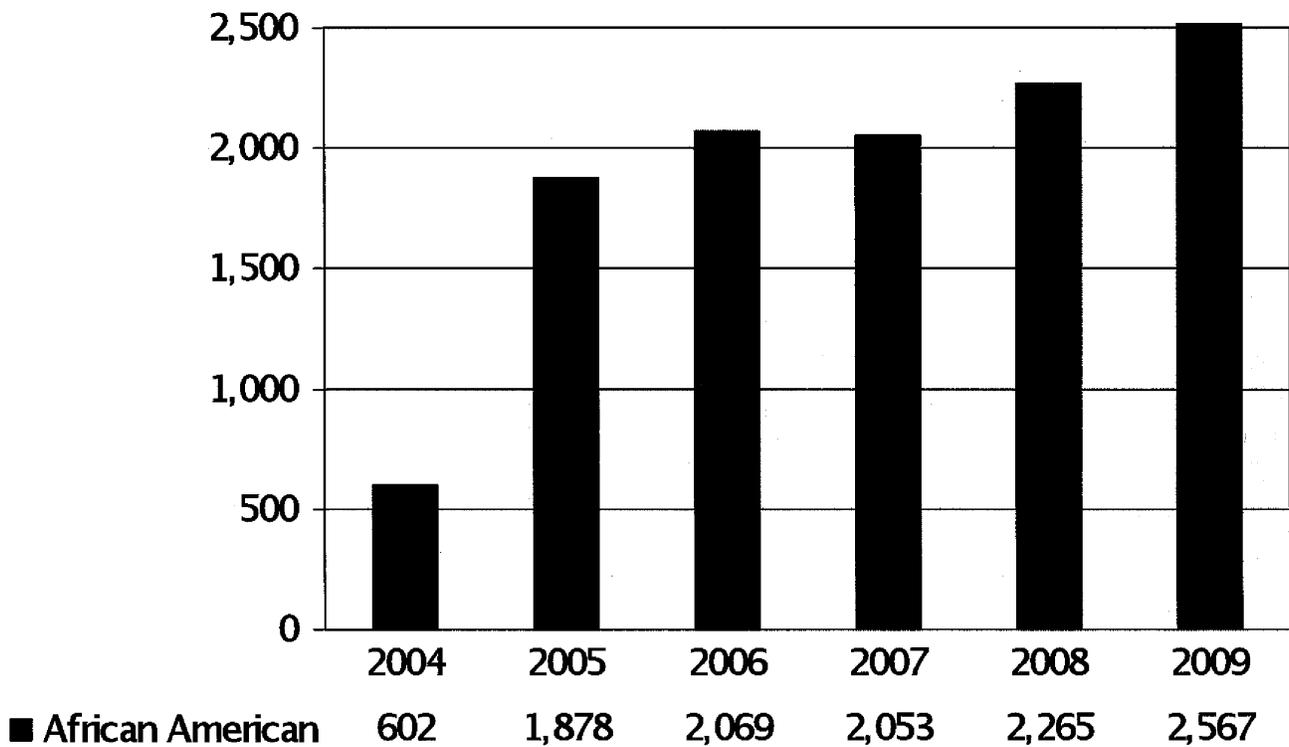
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2004 -2009 Arkansas AP[®] Participation by Ethnic Group

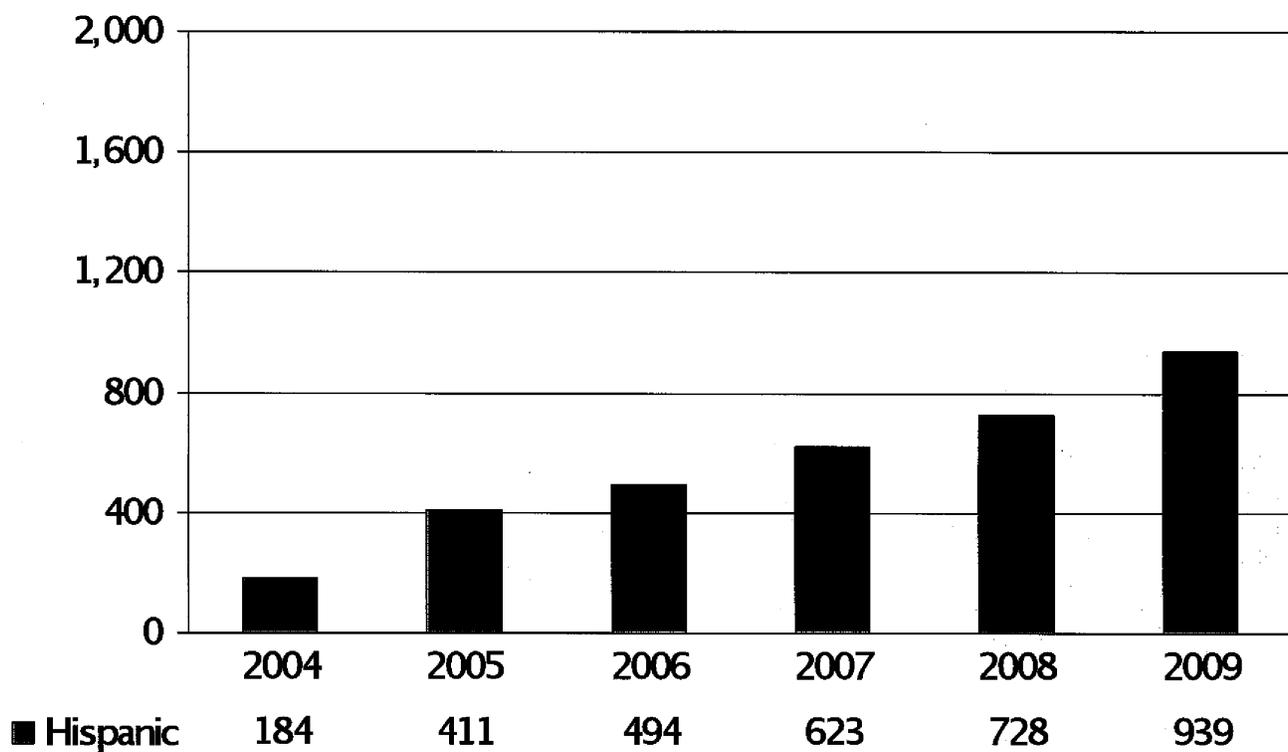


■ American Indian	64	139	154	153	166	183
■ Asian	264	408	464	526	594	631
■ African American	602	1,878	2,069	2,053	2,265	2,567
■ Hispanic	184	411	494	623	728	939

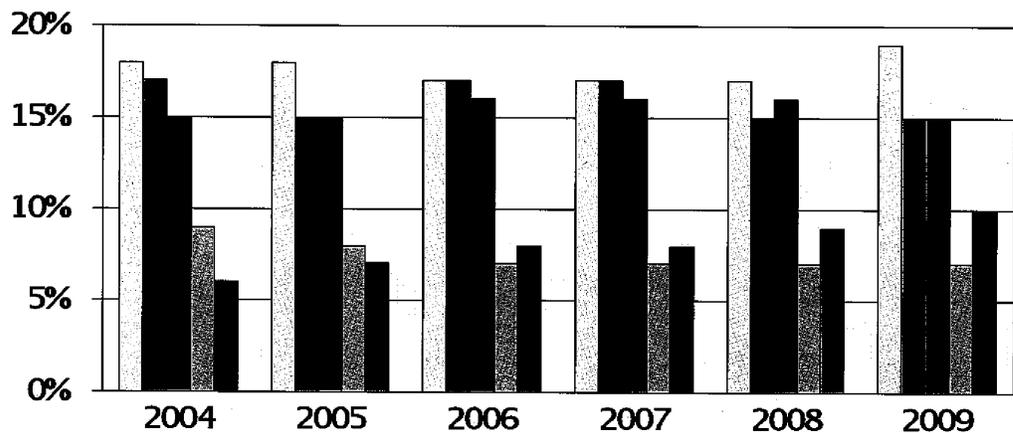
2004 – 2009 Arkansas African-American AP[®] Participation



2004 – 2009 Arkansas Hispanic AP[®] Participation

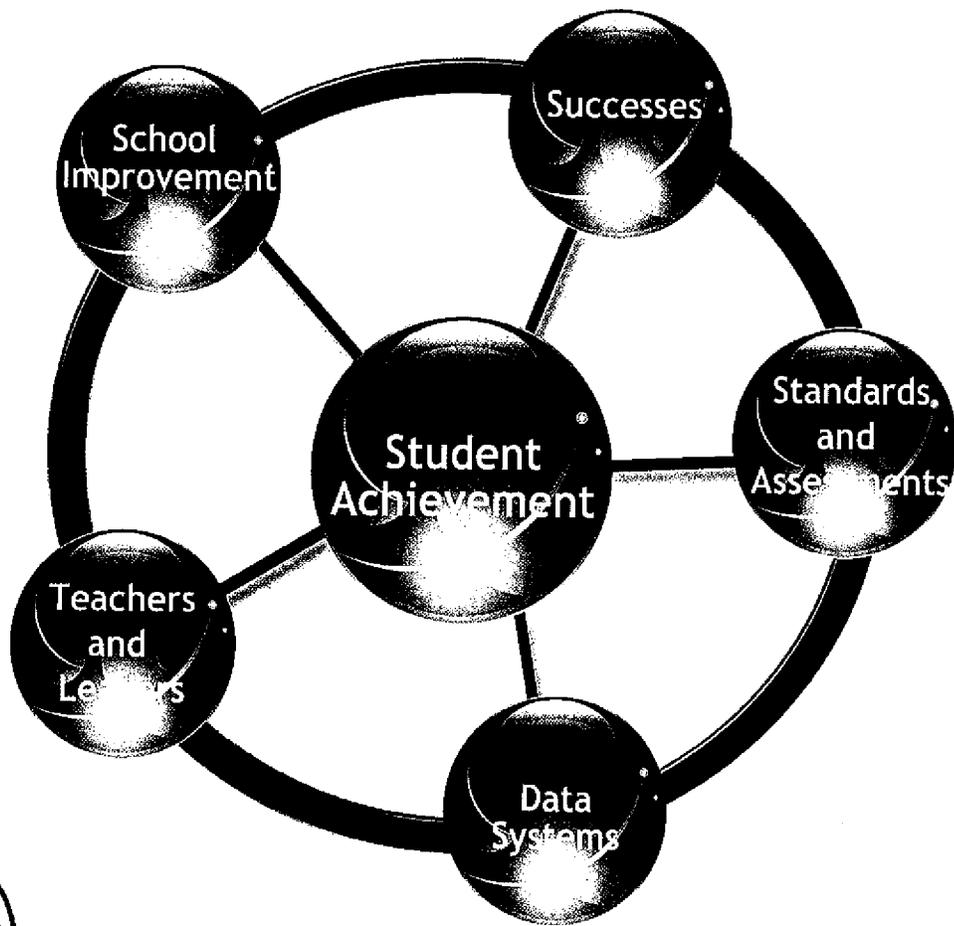


Top 5 AP[®] Subject Exams taken in Arkansas in 2009



□ English Language	18%	18%	17%	17%	17%	19%
■ US History	17%	15%	17%	17%	15%	15%
■ English Literature	15%	15%	16%	16%	16%	15%
▣ Calculus AB	9%	8%	7%	7%	7%	7%
■ World History	6%	7%	8%	8%	9%	10%

Appendix B





ARKANSAS DEPARTMENT OF EDUCATION

**For Immediate Release
June 1, 2009**

**Contact: Julie Johnson Thompson
(501) 683-4786 / (501) 766-7976
julie.thompson@arkansas.gov**

LITTLE ROCK: Governor Mike Beebe and Arkansas Commissioner of Education Ken James today joined the Common Core State Standards Initiative, a state-led process to develop common English-language arts and mathematics standards. The Common Core State Standards Initiative will be jointly led by the NGA Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

In addition to Arkansas the following states and territories have also signed a Memorandum of Agreement (MOA): Alabama; Arizona; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.

In the twenty-six years since the release of *A Nation at Risk*, states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing this MOA, Governor Beebe, Dr. James and their colleagues across the country in commit to a state-led process to develop a common core of state standards in English-language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"I appreciate Gov. Beebe's strong support of this initiative," Dr. James said. "Because of his leadership and focus on education, our state has been at the forefront of this movement, which will undoubtedly accelerate the academic and economic success of our state as well as our nation."

The Common Core State Standards Initiative will build directly on recent efforts of leading organizations and states that have focused on developing college-and

career-ready standards and ensure that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics. The second phase of this initiative is to ultimately develop common assessments aligned to the core standards developed through the process.

"Because Arkansas has worked in recent years to align the rigor of our state's mathematics and English language arts standards with college- and career-ready requirements, we will be well-positioned to implement the common core state standards," Dr. James said. "Even so, we know that the common core effort will produce standards that are rigorous, clearly stated, and fewer in number than what we presently teach so that Arkansas' teachers will be able to spend the time to teach concepts and applications at the necessary depth for high-level learning."

The NGA Center and CCSSO will coordinate the process to develop these standards and will create an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in July 2009. The grade-by-grade standards work is expected to be completed in December 2009.

The Arkansas Department of Education strives to ensure that all children in the state have access to a quality education by providing educators, administrators and staff with leadership, resources and training.

Arkansas joins effort on curricular system

ARKANSAS DEMOCRAT-GAZETTE

Arkansas is joining with 45 other states to develop common curriculum standards in math and English/language arts for public school students in kindergartenthrough-12th grades.

Gov. Mike Beebe and Education Commissioner Ken James signed a memorandum of agreement on behalf of the state to support the Common Core State Initiative that is jointly led by the National Governors Association's Center for Best Practices and the Council of Chief State School Officers.

Curriculum standards are the basis for what is taught and then tested for in schools.

Arkansas was scheduled to revise and update its own curriculum standards or "frameworks" for English/language arts this year. James announced earlier that the state would hold off on that work, pending the outcome of the development of the common standards.

Historically, curriculum standards were developed by local systems and, more recently, by individual states for their public schools.

This state-led national initiative is an attempt to develop a set of common standards that can be voluntarily adopted by multiple states. The goal is to produce rigorous standards that are based on research, that are comparable to standards in other high-achieving countries, and that are aligned with the skills and knowledge that students need to be successful in college and the work force.

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," said James, who is president of the Council of Chief State School Officers in addition to his Arkansas duties.

"The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived," James said in a news release.

Washington, D.C., the U.S. Virgin Islands and Puerto Rico are participating with the states in the initiative.

The only states not fully participating are Texas, South Carolina, Missouri and Alaska.

Education Week said the states have a variety of reasons for not joining.

Missouri, for example, is waiting for the appointment of a new director of the Missouri Department of Education. South Carolina's independently elected education chief has signed up to participate, but the governor has not. Texas has just revised its curriculum standards and purchased supporting textbooks and materials, the weekly said.

The College Board and ACT Inc., the makers of collegeentrance exams, along with Achieve Inc., a nonprofit organization that advocates and assists in developing high standards, are assisting the governors association and the state education chiefs in devising the standards. In doing so, they will build on existing standards developed by individual states and by leading organizations in the different subject areas.

The governors and education chiefs' organizations also will form a validation committee of nationally and internationally recognized education experts to independently review the proposed standards, according to a news release from the Council of Chief State School Officers.

Each state may choose to add to the common set of standards, but the common core should make up at least 85 percent of a state's standards in English and math.

The college and career-ready standards - high school standards - are expected to be ready for state and public review as soon as next month.

The grade-by-grade standards for math and English/ language arts are expected to be completed in December for consideration by each state.

"We know that the common core effort will produce standards that are rigorous, clearly stated, and fewer in number than what we presently teach so that Arkansas' teachers will be able to spend the time to teach concepts and applications at the necessary depth for high-level learning," James said in the news release.

This article was published on page 14 of the Thursday, June 04, 2009 edition in the Northwest Arkansas section.

Precursors for Kindergarten Mathematics

The Common Core State Standards for Mathematics begin at kindergarten—but a child’s mathematical development begins even earlier. Therefore, as a preface to the standards, we describe here some of the important foundations in early mathematics that students are building on as soon as they enter kindergarten.¹

Key elements of counting, cardinality, and ordering small numbers:

- The number word list must always be used in its usual order.
- When counting objects, each object must be counted once and only once—no skipping objects, and no returning to objects that have already been counted. But any counting process that satisfies this rule is correct.
- The last word stated in counting tells “how many.”
- “Later is greater”: Numbers said later in the count refer to larger quantities.

Counting is such a fundamental part of life that one might not realize how complex an activity it really is. When a child counts a set of seven bears, the child says the number word list 1, 2, 3, 4, 5, 6, 7, while pointing to one new bear for each number. This requires knowing the number list by heart as a list of separate words with a fixed ordering. It also requires an understanding of counting as a procedure that “tags” objects with number words in a one-to-one fashion. All of this takes time to learn. However, even students who can use the number words one through seven to enumerate a set of bears still might not understand that *there are seven bears*. When asked “How many bears are there,” such a student regards the counting performance itself as an answer, instead of answering “seven bears.” Such a student has not yet learned that the last number said while counting not only refers to the individual bear that got “tagged” last, but also describes the set of bears as a whole, indicating that the set has seven members. This is called the *cardinality principle*: the last number in the count tells “how many.”

A milestone in children’s understanding of cardinality is the ability to count out n things, or to produce sets with a specified (small) number of objects. Examples would be, “Let me hear three claps,” or “Bring me four books from that shelf.” In the latter case, the student should bring the teacher *four books*, not the *fourth book* in the student’s count.

Counting needn’t always involve collections of physical objects. Over time, students should progress to count such things as sounds, events, parts of an object (windows on a house, corners of a polygon), or abstract entities such as days of the week. Children in prekindergarten should have extensive experiences in working with numbers and using them to describe their environment.

Recognizing the number of objects at a glance, without having to count them one by one, is called *subitizing*.² Subitizing aids students in understanding the cardinality principle. It also builds toward *conceptual subitizing*, the ability to see larger numbers as made of smaller chunks (without having to count those chunks). In later grades, students will apply such strategies as they learn the base-10 system, coming

¹ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Tanesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

² Pronounced SOO-buh-tizing or SUH-bit-izing. *Op. cit.*, p. 5-2.

to see the number “12” not only as “twelve ones” (twelve tally marks), but as a tens-unit and two ones-units.

Early elements of counting and cardinality include being able to recite the count sequence to 39 or higher, distinguishing the counting words as separate words and producing them in a stable order (with fluency important at least up to 5); being able to recognize the number of objects in groupings of 1, 2 or 3, without having to count the objects one by one (i.e., subitizing to 3); using counting to answer “how many?” questions with small numbers of things, or up to 15 things if in a row; and producing sets with a given (small) number of objects; and being able to read written numerals 1 through 10, and write some of these numerals.

Early elements of solving simple story problems and number combination problems include being able to use matching and counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 5); being able to solve story and number combination problems with totals less than or equal to 8;³ being able to use fingers to express numbers 6 through 10 as 5 plus another number; working on learning how to decompose 3, 4, and 5 (e.g., $5 = 4 + 1$, $5 = 3 + 2$); and experiencing enough problem situations so that some sums and differences become known.

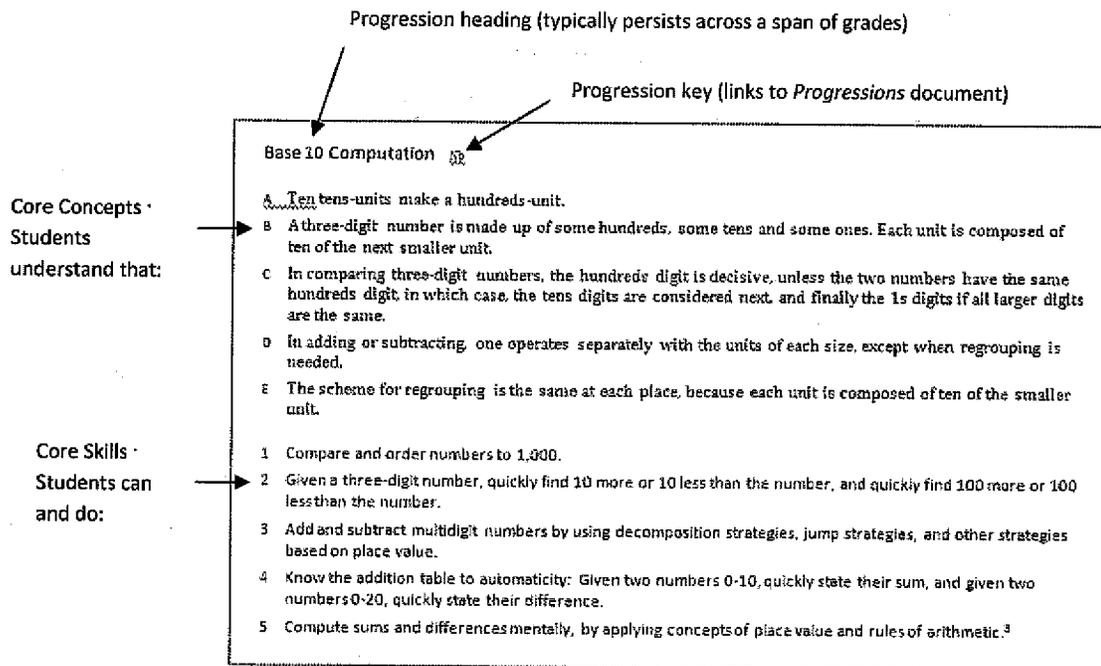
³ Young children solve situation and combination problems by modeling (using objects, using fingers, or modeling mentally); by just knowing the answer; or by seeing or counting the answer.

A Note on the Format of the Grade-Level Working Drafts

Each grade is introduced with a short narrative overview entitled “Developing Coherent Understanding.” This narrative is a capsule summary of the most important strand progressions appearing in the given grade. (The strand progressions themselves are listed at the end of this document. They will be described in greater detail in a separate *Progressions* document). The overview narrative links the present grade to the previous grades and the grades to come, giving a sense of the learning trajectory(ies) that students are on—and giving a sense of how those trajectories intersect and flow together, as for example when fractions, multiplication, and division intersect and flow together in the study of ratios in grade 6. The overview narratives need not address everything that happens in each given grade. Rather, they focus on the most important developments at each point in time.

The grade level overview is followed by a series of several headings, each one the title of a single progression having significant presence in the grade in question. Under each of these progression headings, there appear **core concepts** that students should understand, and **core skills** that students should acquire.

Example of a Progression appearing in Grade 2:



Kindergarten⁴

Developing Coherent Understanding

Kindergarteners rapidly extend their knowledge of numbers beyond what they have already learned at home or in preschool. Their sense of cardinality; their growing fluency with the number word list; their skill at 1-1 counting correspondence; and their knowledge of written number symbols will all strengthen and begin to flow together.

Children at this age model situations with objects, fingers, and math drawings, and they use cardinal counting⁵ to solve problems; the teacher can also write equations to go with the problems. For more than/less than relations, or comparisons with totals up to 10, students can act out or show the situation, and count or match to solve.

Students' work in relations and operations in kindergarten serves a double purpose. It helps children become more fluent in modeling, cardinal counting, and number partners, while also promoting fluency with the number word list. Fluency with the number word list helps students graduate to counting on strategies which they will need in Grade 1 to solve more challenging problems.

Students in kindergarten use = and \neq symbols. They are working on learning the partners for 6, 7, 8, 9, 10 (e.g., $10 = 6 + 4$, $10 = 3 + 7$, etc.); knowledge of these partners should grow naturally out of extensive experience with numerical situations. It is important to begin learning the partners for 10 in kindergarten, because students in grade 1 will be using make-a-ten methods to find sums and differences within 20.

Students will naturally add numbers in a flexible order (using the fact that $a + b = b + a$), especially in part-part-whole problem situations. Likewise, students will learn through experience that adding or subtracting zero doesn't change a number ($a + 0 = a = 0 + a$). These two principles, which kindergarteners themselves need not articulate, are the beginnings of the Rules of Arithmetic, which will become more useful, and more formalized, throughout elementary school, eventually becoming the basis for algebra.

An important milestone for kindergarteners is to be able to see teen numbers as a ten and some 'extra' ones. Thus, 18 is a ten and eight 'extra' ones. The same rule holds for the number 10 as well: it is a ten and *no* 'extra' ones. For students to view ten ones as a ten, a perceptual shift is required. Whereas the number 10 has always described ten distinct things, ★, ★, ★, ★, ★, ★, ★, ★, ★, ★, students must now be able to "package up" these ten distinct things into a single thing—a single unit—as ★★★★★★★★★★. A single one of these tens-units is worth ten ordinary ones-units. Mentally packaging ten distinct things into a single tens-unit—a process known as *unitizing*—is the first major step students will take along a multiyear progression leading to fluency with base 10 arithmetic.

⁴ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniasha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

⁵ *Cardinal counting* means using counting to tell how many items there are in a set (not just "tagging" each item in the set with its own number word).

Counting and Cardinality Na

- A The number word list through 100 follows patterns, but also has some irregularities.
 - 1 Say the number word list from 0 to 100 by ones; skip count by tens to 100.
 - 2 Count on from a given number within the known sequence (instead of always counting from 1).
 - 3 See collections of up to 8 objects as being composed of subgroups (conceptual subitizing).
 - 4 Use cardinal counting to answer "how many?" questions with up to 10 things in various arrangements (e.g., array, circular, scattered), or up to 25 things if in a row.
 - 5 Write numerals from 0 to at least 19. Read numerals 0 to 100.

Base 10 Computation Nb

- A Ten ones make a unit of ten.
- B A teen number is a ten and some 'extra' ones.
- C Decade words refer to groups of tens. For example, thirty refers to a group of three tens.
- D A two-digit number is some tens and some 'extra' ones. For example, 29 is two tens and nine ones.
 - 1 Know the partner of each number 3 to 9 (i.e., the number that makes 10 for each number 3 to 9).

Early Relations and Operations Nc

- A Counting on 1 is the same as adding 1. That is, one more than a number is the next number in the count, and one less than a number is the previous number in the count.
 - 1 Use matching and cardinal counting strategies to decide whether one set is more than, less than, or equal to another set in number of objects (≤ 10).
 - 2 Compare and order numbers ≤ 20 (based on their numeral representations).
 - 3 Solve situation problems and oral and written number combination problems with totals less than or equal to 10.
 - 4 Experience enough problem situations so that some additions and subtractions become fluently known.

Quantity & Measurement Nd

- A Objects have various attributes (such as length, weight, "purpleness," bitterness, and so on); a single object might have several attributes of interest.
 - 1 Directly compare two objects to see which one has "more of" a shared attribute.
 - 2 Rank three objects by a shared attribute, and use transitivity to compare two objects indirectly.

Geometry: Progression to be determined

A [...]

1 [...]

Grade 1⁶

Developing Coherent Understanding

Grade 1 brings two major developments in students' ability to solve problems. First, students in this grade replace "counting all" strategies with more powerful "counting on" strategies. Back in kindergarten, students might solve the problem $8 + 6 = ?$ by first drawing eight circles, next drawing six more circles, and finally counting all of the circles to obtain the answer 14. But students in grade 1 must come to "trust" eight as a cardinal number and then use it as starting point for counting on. Thus the student might say, "Eiiight.....nine-ten-eleven.....twelve-thirteen-fourteen. The answer is fourteen." (The pauses are helping the student to keep track of how many have been counted on. This student is taking advantage of the additional prior knowledge that $6 = 3 + 3$.) When counting on, the student sees 8 as a cardinal number—an amount—but immediately shifts perspective to view 8 as a member of the number word list, a starting point for counting.

The second major development in problem solving is the wider scope of problems students are able to solve. Using more powerful solution methods such as counting on (and, for some students, making tens and other derived fact strategies), students can now solve all types of addition and subtraction problems, including relatively difficult ones such as comparison problems and join problems with change unknown.

Through their extensive experiences with numerical situations, students will naturally learn that three or more addends can be combined in any order (the "any which way" rule). This realization will play an important role in make-a-ten strategies, as when students solve $6 + 7 = 6 + (3 + 4) = 6 + (4 + 3) = (6 + 4) + 3 = 10 + 3 = 13$. This kind of reasoning process relies on the commutative and associative rules for addition. Students should be able to describe the steps in their reasoning, though they need not use technical terms. Such reasoning will be important in grade 2 and beyond when students are learning the base-10 algorithms for adding and subtracting multidigit numbers. Already in grade 1, students are laying foundations for base 10 arithmetic by seeing, counting, writing, and working with tens-units and ones-units from 1 to at least 100.

Students in grade 1 begin to *measure*—that is, they assign numbers to continuous quantities using a chosen unit. More than simply "using a ruler," measurement is a rich visual and conceptual process in which students must mentally partition an object into copies of a unit and iterate the unit to count the number of "copies" of the unit the object "contains." This imaginative process builds on students' shape composition and decomposition work in geometry.

Measurement in standard units lays a foundation for, and will continue to play a role in, important subjects in later grades, such as multiplication, division, fractions and ratios. For example, fractions are introduced in grade 3 using ideas of partitioning and unit fractions.

Grade 1 students work on their spatial reasoning, but they also take the first steps beyond a purely visual-holistic approach to shapes by beginning to classify shapes based on specific properties. This is the beginning of a trajectory that will continue up through later grades, when students will become able to reason deductively about shapes based on their properties.

⁶ Some material is used verbatim from National Research Council. (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. Committee on Early Childhood Mathematics, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, Editors. Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.

Early Relations and Operations Nc

- A Counting on is just an abbreviation of counting all, in which the initial counts are omitted.
 - B Addition and subtraction are related; subtraction can be thought of as finding a missing addend.
- 1 Use counting on strategies or derived fact strategies to solve situation problems and oral and written number combination problems with totals less than or equal to 20.
 - 2 Experience enough problem situations so that many or all sums and differences within 20 become fluently known.

Base 10 Computation Nb

- A Any teen number is larger than any single digit number.
 - B Teen numbers are ordered according to their ones digits.
 - C In comparing two-digit numbers, the number with more 10s is larger; if the number of 10s is the same in each, the number of 1s decides.
- 1 Count to 120 or beyond using mixed units: units of ten plus leftover units of ones.
 - 2 Compare and order numbers to 120 (based on their numerical representations).
 - 3 Use make-a-ten strategies to solve number combinations such as $7 + ? = 16$ and $17 - 9 = ?$.
 - 4 Find 10 more or 10 less than a number.
 - 5 Add one-digit numbers to two-digit numbers; add multiples of 10 to two-digit numbers; add two-digit numbers with no regrouping required.
 - 6 Fluently write numerals to 19; write numerals to 120.

Quantity & Measurement Na

- A Lengths are measured by comparing them to other lengths, e.g. the standard lengths 1 inch, 1 foot, 1 centimeter, 1 meter. The length of an object can be measured (expressed numerically) by the number of length units that span it with no gaps or overlaps.
 - B Lengths are additive; If an object or figure is decomposed into several pieces, then the length of the whole can be found by adding the lengths of the pieces.
- 1 Measure whole-unit lengths in units of inches, feet, and centimeters; determine total length by adding lengths of two parts.

Geometry: Progression to be determined

A [...]

1 [...]

Grade 2

Developing Coherent Understanding

In second grade, students begin serious study of the base-ten system of place value. They extend their number sense to larger numbers, extend automaticity with addition and subtraction facts to 20, and explore and invent algorithms for adding and subtracting two-digit numbers. These algorithms are built on the twin foundations of place value and the rules of arithmetic.

Meanwhile, students solidify their understanding of the operations of addition and subtraction by continuing to apply these operations in diverse problem solving situations. These include all the usual joining, separating, and comparing situations, as well as situations involving addition and subtraction of lengths and nonroutine problems. The numbers in problems should sometimes have significance in base 10; for example, students might have to find 100 less than a number to solve a problem, or join two groups of 30 things.

In this grade, the numbers in story problems become larger, and a more explicit understanding of the inverse nature of addition and subtraction comes into play as a solution strategy. Students at this grade can represent situations as written equations with unknowns, reflecting on the equations to solve the problems.

Students' work in measurement in this grade takes them closer to multiplicative reasoning and unit fractions, by introducing units composed of smaller units. [[Need to discuss the (continuous) number line at this grade. Not sure what to say about it here, but it shouldn't just pop up suddenly in grade 3 when we use it to talk about fractions. N.B., the number line should not be introduced before Grade 2 (Early Math Panel, p. 5-22).]]

In geometry, students continue progressing toward a more logical, verbal perspective based on the properties of shapes. Meanwhile, the work they are doing in measurement will support their study of perimeter in grade 3.

Understanding & Applying Operations^{Ne}

- A Addition and subtraction apply to situations of joining, separating, comparing parts to wholes, and comparing magnitudes to one another. These situations can be represented by addition and subtraction sentences such as $a + b = c$, $b = c - a$, and so on.
 - B When any two of the numbers in an addition or subtraction number sentence are known, the unknown number can be found, whether by using fact recall, or, in situations with larger numbers, by using the inverse relationship between addition and subtraction.
- 1 Produce full sets of number combinations, as in the set $5 + 3 = 8$, $3 + 5 = 8$, $8 = 5 + 3$, $8 = 3 + 5$, $8 - 5 = 3$, $8 - 3 = 5$, $3 = 8 - 5$, $5 = 8 - 3$.
 - 2 Solve a variety of routine and nonroutine addition/subtraction story problems with numbers up to two digits.⁷

Base 10 Computation ^{Nb}

⁷ Includes problems involving total length, length increase, and length differences.

- A Ten tens-units make a hundreds-unit.
 - B A three-digit number is made up of some hundreds, some tens and some ones. Each unit is composed of ten of the next smaller unit.
 - C In comparing three-digit numbers, the hundreds digit is decisive, unless the two numbers have the same hundreds digit, in which case, the tens digits are considered next, and finally the 1s digits if all larger digits are the same.
 - D In adding or subtracting, one operates separately with the units of each size, except when regrouping is needed.
 - E The scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Compare and order numbers to 1,000.
 - 2 Given a three-digit number, quickly find 10 more or 10 less than the number, and quickly find 100 more or 100 less than the number.
 - 3 Add and subtract multidigit numbers by using decomposition strategies, jump strategies, and other strategies based on place value.
 - 4 Know the addition table to automaticity: Given two numbers 0-10, quickly state their sum, and given two numbers 0-20, quickly state their difference.
 - 5 Compute sums and differences mentally, by applying concepts of place value and rules of arithmetic.⁸

Quantity & Measurement NA

- A When measuring a length, if a smaller unit is chosen, more units must be iterated to measure the length in those units.
 - B A small number of long units might form a greater total length than a large number of small units.
 - C A number line is a straight line that has been marked off with multiples of a length unit. Numbers on the number line indicate distance from the zero point.
 - D On a number line, the sum $P + q$ lies q units to the right of P . The difference $P - q$ lies q units to the left of P .
- 1 Measure whole-unit lengths in units of inches and centimeters.⁹
 - 2 Measure lengths in units composed of 10 or 12 of a smaller unit.
 - 3 Represent sums on the number line; determine lengths of intervals on the number line.

Geometry: Progression to be determined

- A [...]
- 1 [...]

⁸ Includes sums of four one-digit summands, making tens where helpful. Students should be able to add two-digit numbers mentally.

⁹ Includes measuring lengths of line segments, lengths of straight, skinny objects, and straight-line linear measurements on shapes, such as the heights, widths and diagonals of rectangles and rectangular objects, widths (diameters) of circles, etc.

Grade 3

Developing Coherent Understanding

Grade 3 opens up two very important chapters in a student's study of mathematics. One new chapter is multiplication and division. Students must be given time to learn the meanings of these operations to solve a variety of problems. They learn how multiplication and division problem situations share the basic multiplication structure $a \times b = p$. This structure can be understood as 'a groups of b things equals p things.' The groups must have the same number of things in them to be a multiplication. Common ways to get equal sized groups are sharing and distribution. When any one of the numbers (a, b, p) is missing, it can be found from the two given numbers using multiplication or division.

Students simultaneously begin working on multiplication fact recall, which for most students will solidify over the next several years to come. Grade 3 multiplication and division is the starting point for a long trajectory, one that leads to proportional reasoning and linear equations in middle school.

Students' insights into place value developed adding and subtracting extend to multiplication and division. They see how the product of a 1 digit number and 2 or 3 digit number is the sum of the products of the 1 digit number and each base ten component. This is a use of the distributive property. They see how division by a one digit divisor can be done by breaking the dividend apart by place value and using the distributive property to find the quotient in pieces by place value.

Fractions are the other major chapter that opens in grade 3. Students in grade 3 must enlarge their concept of quantities to include fractional quantities. This is one of the most important transitions in school mathematics. To make sense of fractions, students will need time and repeated experiences discussing and reasoning about fractions as they use fractions to describe and solve problems about quantities, and as they represent fractions with such things as fraction strips (made of paper or drawn) and number lines. Measurement contexts are helpful in making fractions concrete and fractions are essential for understanding measurement quantities.

Fractions are introduced using *unit fractions*, fractions with numerator equal to 1. Unit fractions are formed by dividing a whole into equal parts. An important case is when the "whole" in question is the part of the number line lying between 0 and 1.

Dividing a whole into equal parts points to a deep connection between fractions and division. This connection emerges in full only by grade 6, when students understand the fraction a/b as the quotient $a \div b$.

Meanwhile, students in grade 3 also grow toward mastery of addition and subtraction. They apply addition and subtraction to solve a variety of routine and nonroutine problems, and they gain fluency in computation of multidigit sums and differences. They add and subtract mentally in special cases, such as $2,500 + 6,000$, and they add or subtract smoothly using pencil and paper when numbers are large. Students can use place value to explain what they do when adding and subtracting in expanded form. The steps in the standard algorithm, such as "borrowing past zero," make sense to them given their understanding of place value, which has been developing steadily since first grade.

Understanding & Applying Operations^{Ne}

- A $a \times b = p$ means the total number of things, p , in a groups of b things each. When any two of these numbers are known, the unknown number can be found by multiplication or division.
 - B $p \div a = b$ means the number of things, b , in each group when p things are divided equally into a groups.
 - C $p \div b = a$ also means the number of groups, a , that result when p things are divided into equal groups of b things each.
 - D The total number of things in a groups of b things each is the same as the total number of things in b groups of a things each, that is, $a \times b = b \times a$
 - E Dividing by a smaller number gives a larger quotient.
 - F Multiplying by b then dividing by b leaves a number unchanged. Likewise, dividing by b and multiplying by b leaves a number unchanged.
- 1 Solve a variety of routine and nonroutine problems requiring addition/subtraction.¹⁰
 - 2 Solve story problems about things that are organized into equal groups in an apparent way.
 - 3 Solve multistep story problems requiring both addition/subtraction and multiplication/division.

Base 10 Computation^{Nb}

- A Digits in each place are worth ten times as much as digits in the place to the right; comparison of numbers is decided by the leftmost digit, with subsequent digits breaking ties.
 - B The product of a one-digit number times a multidigit number is the sum of the products of the one-digit number times each base 10 component. This is an instance of the Distributive Rule.
 - C Multidigit numbers can be expanded into sums of units, tens, hundreds, and so on. The expanded forms can be used to add, subtract, multiply and divide mentally and with paper and pencil.
 - D The standard algorithms for addition and subtraction use a vertical format to align digits with the same units. Trading operations are used to group and regroup.
- 1 Demonstrate number sense of place value for numbers to 100,000.
 - 2 Add and subtract three-digit numbers in vertical format using the standard right-to-left algorithms.
 - 3 Quickly recall multiplication facts for which one factor is 0, 1, 2, 5 or 10 and the related division facts.
 - 4 Multiply two and three digit numbers by single digit numbers.
 - 5 Divide two and three digit numbers by single digit numbers, without remainder.

Fractions^{Nf}

- A To show $\frac{1}{n}$ of something, divide the thing into n equal parts.
- B All fractions are built from putting unit fractions together. In general, $\frac{a}{b}$ of something is the amount formed by a parts, each of which is $\frac{1}{b}$ of the thing.¹¹
- C $\frac{n}{n} = 1$ for any nonzero whole number n .
- D Fractions are numbers with magnitudes and can be placed on a number line. To show $\frac{1}{b}$ as a number, divide the part of the number line lying between 0 and 1 into b equal parts. The number $\frac{1}{b}$ lies at the right endpoint of the first subinterval. The number $\frac{a}{b}$ lies at the right endpoint of a copies of this subinterval laid end to end.¹²

¹⁰ This includes addition and subtraction situations involving lengths and time intervals.

¹¹ This includes so-called "improper" fractions. For example, $\frac{17}{5}$ is 17 parts, each of which is $\frac{1}{5}$ of a thing.

¹² This includes so-called "improper" fractions. For example, $\frac{17}{5}$ lies at the right endpoint of 17 copies of the subinterval $\frac{1}{5}$ laid end to end.

- E Fractions can be compared as to their magnitude. A fraction q is greater than a fraction r when q represents a greater portion of the same whole, or when q lies to the right of r on a number line.
 - F For unit fractions, the greater the denominator, the smaller the fraction.
- 1 Use fractions to describe quantities ("After the party there were $1\frac{1}{3}$ pizzas left over"), parts of wholes, and parts of a collection.
 - 2 Place fractions in correct position on a number line.
 - 3 Compare and order fractions with equal numerators or equal denominators.
 - 4 Use $\frac{1}{2}$ and 1 as benchmark numbers to compare and order fractions (such as $\frac{3}{8}$ and $\frac{7}{10}$) that have unequal numerators and denominators.
 - 5 Solve story problems that involve ordering and comparing fractional quantities.

Quantity & Measurement NA

- A Durations of time are measured by comparing them to other durations of time, such as the earth's rotation period or the duration of time required for an hourglass to empty.
 - B Durations of time can be represented as lengths, with longer durations pictured as segments of greater length.
- 1 Measure lengths using rulers marked with halves, fourths, and eighths of inches.
 - 2 Measure distance around an object's boundary to half-unit accuracy.
 - 3 Compute perimeters of polygons by adding given side lengths.
 - 4 Compute elapsed time to the nearest minute.
 - 5 Collect data using a systematic format, and construct frequency tables and line plots to summarize and display the data.

Geometry: Progression to be determined

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1 [...]

Grade 4

Developing Coherent Understanding

Fourth grade students learn that the fraction representation of a number is not unique. For example, the symbols 2, $\frac{10}{5}$, and $\frac{8}{4}$ all refer to the same value or point on a number line. This complication was not present for whole numbers, which have unique representations in base 10. Given a fraction, various fractions equivalent to it can be generated by multiplying or dividing numerator and denominator by the same nonzero whole number.

Students first learn to add and subtract fractions with the same denominator, starting with the case where the sum is less than 1. They understand and can explain (using fraction strips or number lines) that when they add or subtract fractions with the same denominator, they are working with like parts, and the sum or difference is the fraction that tells how many of those parts are in the result. For example, 3 fifths plus 1 fifth is 3+1 fifths and 5 sevenths minus 2 sevenths is 5 – 2 sevenths. In fact, the same reasoning underlies addition and subtraction in the decimal system, where ones are added to ones, tens are added to tens, tenths are added to tenths, and so on. In both cases, students add or subtract like units.

To add and subtract fractions with unlike denominators, students first find equivalent fractions with the same denominator. They see that when fractions have different denominators, such as $\frac{2}{3}$ and $\frac{3}{4}$, they are not expressed in terms of like parts ($\frac{2}{3}$ is in terms of thirds and $\frac{3}{4}$ is in terms of fourths, but thirds and fourths are not the same size). By reasoning about fraction strips or number lines, students understand that when they give fractions common denominators, they express both fractions in terms of like parts, i.e., in terms of the same unit fractions. Students then understand that once they have changed the fractions to equivalent ones that have the same denominator, they have reduced the problem of determining the sum or difference to the previous case.

Decimals are introduced in grade 4 as a representation of fractions with standard denominators 10, 100, 1000. Decimals extend and complete the base 10 system of place value; each base 10 unit is ten times larger than its neighbor to the right, and each base 10 unit is $\frac{1}{10}$ as large as its neighbor to the left. Computation with decimals is delayed until grade 5 to allow time for students to build conceptual connections between fractions and decimals.

Students in grade 4 are also building whole number fluency with multiplication and division facts and computation. Together with a good understanding of fractions, fluency with multiplication and division gives students a secure footing for later grades, when students will learn the sophisticated uses of multiplication and division that we call proportional reasoning.

In geometry, students learn the concept of area. As with any other quantity, areas are measured by comparing them to other areas—in this case, the areas of unit squares. Thus, the area of a figure is measured by the number of unit squares needed to cover it with no gaps or overlaps. Students use this concept to compute areas for rectangles, and for shapes decomposable into rectangles. Students are also building their geometric vocabulary by studying lines, line segments, and angles. Naming these elements enables students to analyze shapes more systematically in terms of their constituent parts.

Understanding & Applying Operations^{NE}

- A Quantities in context can be added and subtracted only when they refer to the same underlying unit. For example, $\frac{1}{2}$ of a box of cookies and $\frac{1}{2}$ of a cookie do not add up to 1 cookie.
- 1 Solve multiplicative comparison problems with whole numbers (problems involving the notion of “times as much”).
- 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.
- 3 Solve story problems that involve adding and subtracting fractional quantities.
- 4 Solve story problems that involve comparing and ordering decimal quantities.

Base 10 Computation ^{NB}

- A A decimal number stands for a sum of fractions whose denominators are powers of 10. For example, 0.349 stands for $\frac{3}{10} + \frac{4}{100} + \frac{9}{1000}$.
- B Decimal digits in each place are worth ten times as much as digits in the place to the right; comparison of decimal numbers is decided by the leftmost digit, with subsequent digits breaking ties.
- 1 Demonstrate number sense of place value for numbers from 0.001 to 1,000,000.
- 2 Fluently add and subtract multidigit numbers in vertical format using the standard right-to-left algorithms.
- 3 Quickly recall multiplication facts to 10×10 and the related division facts.
- 4 Fluently multiply two, three and four digit numbers by single digit whole numbers; fluently multiply two-digit numbers by two-digit whole numbers.
- 5 Divide two and three digit numbers by single digit numbers with remainder; divide four-digit numbers by a multiple of 10 with remainder.¹³

Fractions ^{NF}

- A Two fractions are equal (or “equivalent”) when they occupy the same point on a number line—or, what is the same, when they represent the same portion of a whole.
- B Multiplying or dividing the numerator and denominator of a given fraction by the same nonzero whole number yields a fraction that is equivalent to the given one: $(n \times a)/(n \times b) = a/b$ and $(a \div n)/(b \div n) = a/b$.
- C A mixed number stands for the sum of its whole number portion and its fractional portion.
- 1 Rename fractions to equivalent forms and identify equivalent fractions.¹⁴
- 2 Compare and order fractions; place fractions on a number line.
- 3 Add and subtract fractions with like or unlike denominators.¹⁵
- 4 Use decimals to describe quantities (“The bike path is 1.75 miles long”), parts of wholes, and parts of a collection.
- 5 Compare and order decimals; place decimals on a number line.
- 6 Know the decimal equivalents for halves and fourths.

¹³ Students should be able to express the result of division as a number sentence; for example, $720 \div 7 = 102 \text{ r } 6$ can also be stated as $720 = 7 \times 102 + 6$.

¹⁴ This includes the following types of equivalence: $\frac{2}{3} = \frac{4}{6}$, $3 \frac{1}{2} = \frac{7}{2}$, $\frac{21}{6} = 3 \frac{1}{2}$.

¹⁵ Addition and subtraction of mixed numbers is optional at this grade.

Quantity & Measurement NA

- A The area of a closed plane figure is a measure of how much space it encloses.¹⁶
 - B A square with side length 1 unit is said to enclose “one square unit” of area. The area of a closed plane figure can be measured (expressed numerically) by the number of square units that fit inside it with no gaps or overlaps.
 - C Tiling a rectangle with unit squares shows that a rectangle a units long by b units wide encloses an area of $a \times b$ square units.
 - D Area is additive: If a figure is decomposed into several pieces, then the area of the whole figure can be found by adding the areas of the pieces (expressed in common units).
 - E An angle is measured by the number of one-degree angles that fit inside it with no gaps or overlaps.
- 1 Measure and compute whole-square-unit areas of real-world and geometric figures decomposable into rectangles.
 - 2 Measure angles in whole-number degrees using a protractor; sketch angles of specified measure.

Geometry: Progression to be determined

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¹⁶ Intuitively, the area is a measure of how long it would take to “color in” the figure evenly with a crayon; by contrast, intuitively perimeter is a measure of how long it would take to trace around the figure.

Grade 5

Developing Coherent Understanding

Previously, students have understood fractions as repeated sums of unit fractions. In Grade 5, students learn that fractions can also be interpreted as the *product* of a whole number and a unit fraction: $a/b = a \times 1/b$. More generally, students in grade 5 learn that the fraction a/b indicates a division: $a/b = a \div b$. In short, fractions are quotients. This realization represents a major milestone in this grade. Understanding fractions as quotients is a crucial element of both proportional reasoning in grade 6 and the algebraic manipulation of fractions in later grades.

Students learn to add and subtract decimals, using exactly the same base 10 reasoning they used for multidigit whole numbers. By working with decimals, fractions and whole numbers in problem solving situations, students begin to learn that it is the relationships between quantities that matter in solving a problem, not how the quantities are represented numerically. This is a step of maturity along the path to algebra, where the relationships between quantities are in the foreground (as equations), and form of the numbers is entirely obscured (by the use of variables).

Even as students are gaining experience with fractions and decimals, they are nearing the end of their primary trajectory in whole number computation by using the standard division algorithm. As with the other base 10 algorithms students learn to use, this one rests on place value and the rules of arithmetic (notably the distributive rule). A complication special to the division algorithm is the need to estimate along the way.

Volume is a milestone in the progression of geometric measurement that began in early grades with length measurement. As with other quantities encountered along the measurement progression, volumes are measured by comparing them to like quantities—in this case, the volumes of unit cubes. Thus, the volume of a solid is measured by the number of unit cubes needed to fill it with no gaps or overlaps. Students use this concept to compute volumes for rectangular prisms.

Coordinates and the coordinate plane are first introduced in this grade. Later, the coordinate plane will become a shared setting for algebra and geometry. The coordinate plane will also support students' study of functions and statistics by illustrating the way in which two related quantities vary together.

Understanding & Applying Operations¹⁷

- A Quantities in a problem might be described with whole numbers, fractions or decimals; the operations used to solve the problem depend on the relationships between the quantities, not the form of the number.
- 1 Solve single step, multistep, and nonroutine story problems requiring addition/subtraction of whole numbers, fractions (including mixed numbers), and decimals.¹⁷
 - 2 Solve multistep and nonroutinestory problems requiring both addition/subtraction and multiplication/division of whole numbers.

¹⁷ Problems should not mix fractions with decimals except in simple cases, such as $2.5 - \frac{1}{4}$, $\frac{3}{10} + 0.4$, etc.

- 3 Estimate answers to computations and compute mentally to assess reasonableness of results.

Base 10 Computation Nb

- A The standard algorithm for division is based on breaking the dividend apart by place value and using the Distributive Rule to find the quotient in pieces by place value.
- B In adding or subtracting decimal numbers, one operates separately with the units of each size, except when regrouping is needed; the scheme for regrouping is the same at each place, because each unit is composed of ten of the smaller unit.
- 1 Fluently multiply multidigit numbers using the standard algorithm.
 - 2 Divide two and three digit numbers by two digit numbers, with remainder, using the standard algorithm.
 - 3 Demonstrate number sense of place value for numbers from millionths to millions.
 - 4 Quickly find 0.1 more than a number and 0.1 less than a number, 0.01 more than a number and less than a number, and 0.001 more than a number and less than a number.
 - 5 Add and subtract decimals using standard algorithms and understanding of place value.

Fractions Nr

- A Fractions are quotients: $a \div b = a \times \frac{1}{b} = \frac{a}{b}$.
- 1 Add and subtract mixed numbers.
 - 2 Solve story problems that involve multiplying fractional quantities by whole numbers and multiplying whole number quantities by fractions.¹⁸
 - 3 Solve division/sharing story problems that have fractional answers.

Geometric Measurement Gc

- A The volume of a solid figure is a measure of how much space it contains. A cube with side length 1 unit is said to contain "one cubic unit" of volume. The volume of a solid figure can be measured (expressed numerically) by the number of cubic units that fit inside it with no gaps or overlaps.
- B Packing a rectangular prism with unit cubes shows that a rectangular prism ℓ units long by w units wide by h units tall contains a volume $V = \ell \times w \times h$ cubic units.¹⁹ The base of the prism has area $A = \ell \times w$ square units, so the volume of the prism can also be expressed as $V = A \times h$ cubic units.
- C Volume is additive: If a solid figure is decomposed into several pieces, then the volume of the whole figure can be found by adding the volumes of the pieces (expressed in common units).
- 1 Measure and compute whole-square-unit volumes for rectangular prisms and for real world objects well described by rectangular prisms.

Coordinate Geometry Gd

¹⁸ The unit fraction $\frac{1}{b}$ might represent some quantity of interest, with the whole number a acting to 'scale up' the quantity. ("The cargo train carried 7 trucks, each truck weighing $\frac{1}{4}$ of a ton. How many tons of trucks did the cargo train haul altogether?") Alternatively, the whole number a might represent some quantity of interest, with the unit fraction $\frac{1}{b}$ acting to 'scale down' the quantity. ("There are 12 walls in Vivian's apartment. She painted $\frac{1}{3}$ of them. How many walls did Vivian paint?")

¹⁹ The dimensions of the prism should be whole numbers in the chosen unit. The same unit should be used for all three dimensions.

- A** A pair of perpendicular number lines (or “axes”) defines a coordinate system. A given point in the plane has a separate position along each of the two axes; the two positions of the point are called its coordinates.
- 1 Graph points in the coordinate plane, and read off the coordinates of graphed points.²⁰
 - 2 Determine the lengths of horizontal and vertical segments in the plane, given the coordinates of their endpoints.

²⁰ Exercises should include graphing sets of points that fall along lines and curves, and constructing scatterplots for bivariate data. The units of measure should not always be the same for both coordinate axes. Coordinates may be whole numbers, fractions or decimals.

Grade 6

Developing Coherent Understanding

Ratios, rates, and proportional relationships are centrally important both within and outside of mathematics—throughout middle school, high school, and beyond. Students in grade 6 are beginning the serious study of these subjects. In doing so, students build on, formalize, and tie together their previous work with multiplication, division, fractions, and measurement.

In previous grades, students used subtraction to compare like quantities, noting for example that a \$50 wristwatch costs \$45 more than a \$5 wristwatch. Such comparisons (based on subtraction) are called *absolute* comparisons. In grade 6, students begin using division to make *relative* comparisons. Watches priced at \$50 and \$5 can be compared in relative terms by saying that the first costs 10 times as much as the second.

A ratio is a quotient that serves to compare two quantities. The dimensionless ratio 10 in the wristwatch example tells how many times larger one cost is compared to another.

Ratios are also useful for part-part and part-whole comparisons. In a television news program, commercials might amount to 6 minutes out of a 30 minute time slot, leaving only 24 minutes for news. The ratio of commercial time to news time could be expressed as 6:24, $\frac{6}{24}$, $\frac{1}{4}$, or 0.25. The ratio of commercial time to the total could be expressed as 6:30, $\frac{6}{30}$, $\frac{1}{5}$, 0.2, $\frac{20}{100}$, or 20%. Students in grade 6 learn to form such ratios, convert them from one form to another, and use them as a tool to solve problems.

The most important application of ratios is the analysis of proportional relationships. These are relationships in which two quantities vary together in such a way that their ratio varies not at all. A prototypical example is an object moving at a constant speed. The distance covered grows with elapsed time, but in such a way that the ratio (distance covered)/(elapsed time) remains fixed. The characteristic fixed ratio in a proportional relationship is called the *unit rate*, and it is the basic entrée into understanding the relationship. The quantities being compared in unit rates are often unlike, as in (distance)/(time), (population)/(square mile), (Calories)/(gram), or (cost)/(dozen)—as well as time rates of consumption, depletion, production, increase, decrease, and growth of a quantity. The study of proportional relationships launches students on a trajectory that takes them onward to functions, modeling, and mature quantitative reasoning.

Probability is another important application of ratios in grade 6. Students begin serious work with probability in this grade by learning to compute theoretical probabilities, and by comparing theoretical probabilities to frequencies obtained from probability experiments.

Rational Numbers²¹_{Nh}

- A Multiplication and division of fractions follows $(\frac{a}{b}) \times (\frac{c}{d}) = (\frac{a \times c}{b \times d})$ and $(\frac{a}{b}) \div (\frac{c}{d}) = (\frac{a}{b}) \times (\frac{d}{c}) = \frac{a \times d}{b \times c}$.

²¹ All numbers are nonnegative at this grade.

- B Multiplying a quantity by the fraction a/b can be interpreted as a stretching operation (by a factor of a) combined with a shrinking operation (by a factor of b).
- C The division algorithm can be used to express fractions in decimal form.
 - 1 Multiply and divide decimals using standard algorithms and understanding of place value.
 - 2 Convert fractions to decimals and vice versa.
 - 3 Compare and order rational numbers presented in various forms, and place them on a number line.
 - 4 Solve real-world and mathematical problems requiring arithmetic with rational numbers presented in various forms, converting as appropriate and estimating to check reasonableness of answers.

Ratios, Rates & Proportional Relationships_{Ng}

- A The ratio of a to b compares a to b in relative terms using division. The ratio of a to b may be expressed in several ways: as a quotient, $a \div b$; as a fraction, a/b ; in classical form, as $a:b$; or in decimal form, as the result of the indicated division.
- B Two quantities of the same kind, a and b , can be compared in relative terms by saying that " a is r times as much as b ." In this case, the ratio $r = a \div b = a/b$ tells how many times as much.²² This ratio may be less than, equal to, or greater than 1.
- C $P\%$ of a quantity means $P/100$ times as much as the quantity; the percentage $P\%$ refers to P parts out of 100, or the ratio $P:100$.
- D Two quantities x and y that vary together in such a way that their ratio varies not at all are said to be directly proportional to one another, or to be in a proportional relationship.
- E A proportional relationship is characterized by its *unit rate* (the constant ratio of one quantity to another).
 - 1 Compare quantities by forming ratios; solve problems involving finding one quantity given the other and the ratio.
 - 2 Find a percentage of a quantity; solve problems involving finding the whole given a part and the percentage.
 - 3 Decide whether two quantities that vary together obey a proportional relationship, and analyze proportional relationships using the unit rates that characterize them.²³

Geometric Measurement_{Gc}

- A Area and volume formulas for rectangles and rectangular prisms remain valid when the dimensions of the figures are fractions.
- B The area of a figure doesn't change when the figure is translated, rotated, or reflected.
- C [Area of a right triangle and other triangles in terms of base and height.]
 - 1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons (by decomposition into triangles and other shapes).
 - 2 Find surface area of 3-D figures with flat faces.
 - 3 Solve problems involving area, volume, and surface area of real-world objects.

Angles, Lines & Planes_{Gb}

- A *Concepts to come*

²² $a = (a \div b) \times b$ and $a = (a/b) \times b$.

²³ Students should be able to analyze proportional relationships by using tables, by graphing pairs in the coordinate plane, and by computing ratios of pairs. Problem situations might include unit pricing, miles per gallon, Calories per gram, conversion of measurement units, densities such as inhabitants per square mile and kilograms per cubic meter, and rates of consumption, depletion, production, increase/decrease, and growth.

- 1 Verify facts, experimentally, about the angle sum of triangles, exterior angles, and alternate interior angles of parallel lines. Determine the angle sum of interior angles of convex polygons, and the angle sum of exterior angles of convex polygons.
- 2 Determine, experimentally, parallel lines in space, lines perpendicular to a plane, lines parallel to a plane, the plane passing through three given points, and the plane perpendicular to a given line at a given point.

Probability Da

- A Events occupy a continuum from impossible to certain, with less likely, equally likely, and more likely lying in between.
 - B Probability is a quantitative measure of how likely something is to happen; it is a measure of certainty or uncertainty. The probability of an event can be represented by a number between 0 and 1, with 0 representing impossible and 1 representing certain.
 - C The set of all possible outcomes for an experiment is called the sample space.
 - D A specified event indicates some portion of the sample space, namely those outcomes in which the event occurs.
 - E When all outcomes of an experiment are equally likely, the theoretical probability of an event is the ratio of the number of outcomes in which the event occurs to the total number of outcomes.
- 1 Determine sample spaces using such methods as organized lists, tree diagrams, and area models.
 - 2 Determine and interpret theoretical probabilities for simple events, using fractions, decimals and percents to describe probabilities.
 - 3 Use proportionality and a basic understanding of probability to make and test conjectures about the results of experiments and simulations.

Grade 7

Developing Coherent Understanding

In Grade 7 students start to make an important transition to algebra. Although they have used variables in earlier work, they now start making systematic use of them in two important situations: representing a specific quantity to found in a problem, and representing a general relationship between two quantities that vary together. For example, given a problem asking them to compare two cell phone plans, students learn that choosing a variable to represent the number of minutes they use each month leads to a systematic method for setting up an equation to find the break even point.

Proportional relationships provide an important context for students to start expressing general relationships using symbols. In Grade 6 they have explored proportional relationships with graphs and tables, and by computing particular ratios of the proportionally related quantities. For example, in understanding the proportional relationship between time and distance traveled, they have used a speed of 65 mph to compute the distance traveled in 1, 2, and 3 hours, and they have used the fact that a 99 mile journey takes 1.5 hours to compute an average velocity of 66 mph. Now they learn to use variables to express proportional relationships. For example, if a car gets 25 mpg, they write $d = 25g$ to express the relationship between the distance d , in miles, that a car can travel and the number g of gallons in its tank. They can also write this relationship as $g = 0.04d$, and reason that this means that to travel an extra 60 miles they will need an extra $0.04 \cdot 60 = 2.4$ gallons. They learn to make general statements about the relationship between proportional quantities using the algebraic form of the relationship, noting for example that the constant of proportionality between d and g is the reciprocal of the constant of proportionality between g and d . They graph the relationships and relate the slope of the graph to the unit rate, and understand how changes in the constant of proportionality affect the shape of the graph. This provides an important connection to later work in which students develop an increasingly sophisticated understanding of families of functions and the role of parameters.

Students also use symbols to express more complex relationships, such as the proportionality between the area of a circle and the square of its radius. They learn to see that the formula $V = \frac{1}{3} \pi r^2 h$ can be interpreted as saying that for a fixed height the volume of a circular cone is proportional to the square of the radius of its base, and also that the volume is directly proportional to the volume of a circular cylinder with the same height and radius. The constant of proportionality, $\frac{1}{3}$, is universal in the sense that any type of cone bears the same relationship to the corresponding cylinder. Thus the expression $\frac{1}{3} \pi r^2 h$ has multiple interpretations and its structure can be explored at multiple levels. The work with data and statistics in Grade 7 provides further opportunities for students to move back and forth between concrete interpretations of symbolic expressions and abstract manipulation of them, as they learn to work with and reason about formulas for the average, for example, where this an opportunity to provide both algebraic and common sense explanations of the fact that adding a constant to every data value adds the same constant to the average.

As the use of variables to expression general relationships blossoms, so does the domain of the variables expand into the entire domain of rational numbers, including negative numbers.

Ratios, Rates and Proportional Relationships Ng

- A A proportional relationship between two co-varying quantities is one in which there is a positive number k (the unit rate or constant of proportionality) such that one quantity is always k times the other.
- B The distributive rule implies that adding an increment to one quantity increases a proportionally related quantity by the constant of proportionality times the increment.
- C The units of the constant of proportionality are derived units, the ratio of the units of the two proportional quantities, and often represent a rate or density.
 - 1 Model situations in which one quantity is proportional to another using an equation, e.g. $y = kx$ where k is a constant.
 - 2 Rearrange formulas expressing proportionality or inverse proportionality to express each quantity in terms of the other, and to express the constant of proportionality in terms of the quantities, e.g. write $y = kx$ as $x = (1/k)y$, or $x = y/k$, or $y/x = k$.
 - 3 Relate a graph, table, and verbal representation of a proportional relationship to an equation for the relationship, and use units to interpret the rate or coefficient.
 - 4 Interpret an expression that represents a quantity in a context, both by interpreting the structure of the expression and by graphing the function that the expression defines and interpreting the graph.

Equations and Their Solutions Ab

- A An equation in one variable is a statement that two expressions in that variable are equal, and a solution to the equation is a number that produces a true numerical statement when it is substituted for the variable.
 - 1 Formulate an equation for a result-known multi-operation problem arising in a real-world or mathematical context, and solve it by performing the inverse operations on the result in reverse order.
 - 2 Represent equations in one variable by graphing the functions defined by the expression on either side, and use the graphs to find approximate solutions and interpret the solutions in terms of the context.

Expressions Aa

- A The laws of exponents determine the interpretation of expressions with zero, negative, and fractional exponents.
- B The rules of arithmetic determine the rules for multiplying negative numbers and for expressing subtraction as addition of the additive inverse.
 - 1 Read the structure in a numerical expression at a level necessary to enter it into a calculator or spreadsheet, making use of parentheses and the conventions on order of operations.
 - 2 Generate equivalent expressions from a given numerical or algebraic expression, including those involving negative numbers and whole number exponents.

Statistics DB

- A Visual displays and summary statistics condense the information in data sets into usable knowledge.
- B Randomness is the foundation for using statistics to draw conclusions when testing a claim or estimating plausible values for a population characteristic.
 - 1 Formulate questions that can be addressed with data. Identify the relevant data, collect and organize it to respond to the question.
 - 2 Use appropriate displays and summary statistics for data.
 - 3 Interpret data displays and summaries critically; draw conclusions and develop recommendations.

Geometric Measurement DB

- A Geometric properties that can be verified in the coordinate plane for figures with rational number dimensions extend to figures with any dimensions, rational or irrational.
- B The circumference and area of a circle can be represented as the intuitive limit of perimeters and areas of approximating regular polygons; π is the area of unit circle.
 - 1 Produce a proof of the Pythagorean Theorem by the method of right triangles in a square and the concept of area. Produce a proof of the converse of the Pythagorean Theorem.
 - 2 Show an intuitive understanding of the formulas for the volume of cylinders and right cones, and the fact that the volume of right cone is $1/3$ the volume of the cylinder with same base.
 - 3 Experimentally determine the value of π and give an informal derivation of the formulas for the area and circumference of a circle.
 - 4 Use proportionality to determine the dimensions of figures with rational number dimensions that have been scaled from smaller to larger and larger to smaller.

Grade 8

Developing Coherent Understanding

Two rivers of understanding converge in Grade 8 to support a deep understanding of linear relationships: proportional relationships between co-varying quantities and the use of symbols to express general relationships. This supports the incipient formation of a new concept, the concept of function. Students move from thinking of functions as processes (subtract 65 mph times the number of hours spent so far in driving from 300 miles to compute the remaining distance) to thinking of them as objects (the function defined by $d = 300 - 65t$). They use linear functions systematically to model different situations, understanding the role of the parameters m and b in $Q = mt + b$ in fitting the function to the situation. This understanding of a function as an object in its own right prepares the way for using function notation, where a letter is used to stand for a function rather than a number, in later grades.

The idea of a function as something that takes inputs and yields outputs also underlies the notion of a geometric transformation, which is the basis for geometry in Grade 8. Rotations, reflections, and translations all take a figure as an input and yield a different figure as an output. The understanding of ratios as expressing the proportionality between scale drawings, which was developed in previous grades, grows into a more sophisticated understanding of dilations as transformations which can be applied to any figure in the plane.

The connection between linear functions and geometry in this grade is also manifested in an understanding of slope as a ratio between the vertical and horizontal sides of a right triangle aligned with the coordinate axes. Similarity of these triangles for different pairs of points on a line show that the slope between any two points on a line is the same no matter which two points are chosen.

Functions and the Situations They Model^{Ac}

- A A function is a rule, often defined by an expression and represented by a graph, that represents the relationship between two varying quantities, taking one quantity as an input and yielding the other as an output.
- B Equations arise in seeking input values that yield the same output for two functions, and the solution is the input corresponding to the intersection of their graphs.
- C Linear functions model situations where the difference between the output quantity and its initial value is proportional to the input quantity.
 - 1 Identify functions as linear or nonlinear from the expressions defining them and from their graphs.
 - 2 Construct a function to model a linear relationship between two quantities, using information such as a verbal description of a real-world situation; the rate and initial value of the function; two values of the function; a graph; or a table of values.
 - 3 Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph.

- 4 Model a linear pattern in a scatter plot by a straight line, using an informal fitting procedure, and decide if there is evidence of an association between the two quantities by judging the amount of variation around the line.

Irrational Numbers, Quantity and Measurement^{ND NI}

- A An irrational number can be approximated by a rational number, and the approximation can be used to compare the size of irrational numbers.
 - 1 Locate on the number line rational and irrational numbers given by numerical expressions involving rational number, power with rational exponents, and radicals.
 - 2 Estimate the value of a numerical expression and compare two numerical expressions, saying which is larger; use estimates to check answers obtained by technology.
 - 3 Use scientific notation and units of different magnitudes²⁴ to express very large and very small quantities that arise in real-world situations and to compare their order of magnitude.
 - 4 Use the rules of arithmetic and the laws of exponents to compute arithmetic operations on numbers expressed using radicals or scientific notation.

Equations and Their Solutions^{AB}

- A Equations can be solved by steps that successively transform the equation into simpler equations. These steps are logical deductions, based on using the rules of arithmetic and the properties of equality, from the assumption that the equation is a true statement about the number that the variable represents.
- B There is a systematic method for solving a linear equation in one variable by collecting like terms, adding to or subtracting from both sides, and multiplying or dividing both sides by nonzero constant.
- C The solutions of a linear equation in two variables are coordinate pairs that form a line when plotted in the plane.
- D The simultaneous solutions of two linear equations in two variables are the coordinates of the points where the two corresponding lines intersect. The system has one solution if the lines have different slope, no solutions if they are parallel but distinct, and infinitely many solutions if they are the same line.
 - 1 Solve linear equations in one variable, and equations involving the absolute value of linear expressions, and explain the steps in the solution in terms of the rules of arithmetic and the properties of equality.
 - 2 Solve linear inequalities in one variable, and inequalities involving absolute values of linear expressions, by solving the corresponding equation and choosing the appropriate region on the number line.
 - 3 Solve systems of two linear equations in two variables algebraically and graphically.

Congruence and Similarity^{Ge}

- A Two plane or solid figures are congruent if one can be obtained from the other by a sequence of rotations, reflections, and translations (a congruence).
- B Two plane or solid figures are similar if one can be obtained from the other by adilation²⁵ followed by a congruence (a similarity).

²⁴ Such as centimeters and kilometers, grams and kilograms, hours and nanoseconds.

²⁵ A dilation is a transformation that moves every point along a line from a fixed center by a fixed scale factor.

- C Congruent figures have the same area or volume. A similarity transformation with a scale factor of k changes areas by a factor of k^2 and volumes by a factor of k^3 .
- D For a line in the coordinate plane, any two right triangles with legs parallel to the axes and hypotenuse on the line are similar, and so the slope (rise over run) between any two points is the same.
- 1 Describe the effect of simple rotations, reflections, and translations on coordinates of points and simple figures.
 - 2 Determine if two triangles are congruent by observing the congruence of the three side, two sides and the angle between them, or two angles and the side between them.
 - 3 Determine if two triangles are similar by observing whether three side are related by a constant scale factor, two sides are related by a constant scale factor and the angles between them are congruent, or two angles are congruent.
 - 4 Using similar triangles, prove that two lines in the coordinate plane are parallel if and only if they have the same slope, and two lines (not parallel to the axes) perpendicular if and only if their slopes multiply to -1 .

Progressions in Grades K–8

Note, a progression may appear in more than one band

Approximately Grades K-5

Number^α

- Counting and Cardinality^{Na}
- Base Ten Computation^{Nb}
- Early Relations and Operations^{Nc}
- Quantity and MeasurementNd
- Understanding and Applying Operations^{Ne}
- Fractions^{Nf}

Geometry

- Shapes^{Ga}
- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}

Approximately Grades 6-8

Number

- Ratios, Rates, and Proportional Relationships^{Ng}
- Rational Numbers^{Nh}
- Irrational Numbers^{Ni}

Algebra

- Expressions^{Aa}
- Equations and Their Solutions^{Ab}
- Functions and the Situations They Model^{Ac}

Geometry

- Angles, Lines, and Planes^{Gb}
- Geometric Measurement^{Gc}
- Coordinate Geometry^{Gd}
- Congruence and Similarity^{Ge}

Data

- Probability^{Da}
- Statistics^{Db}

^α Two motifs will appear and reappear throughout the Number progressions: the rules of arithmetic (an algebraic perspective), and the number line (metric perspective). We intend to provide sidebars on the rules of arithmetic and the number line, and we want to design an icon scheme to highlight appearances of the rules of arithmetic and the number line throughout the Progressions document. At the proper time, the properties of equality and the laws of exponents will be added to the rules of arithmetic and the number line will be extended into coordinate spaces.

^γ Includes slopes of lines in the coordinate plane and how the definition depends on similarity.

List of Progression Titles and Approximate [Placeholder] Grade Ranges

ID	Title	Approx Grade Start	Approx Grade End
Na	Counting and Cardinality	K	1
Nb	Base Ten Computation	K	6
Nc	Early Relations and Operations	K	1
Nd	Quantity and Measurement	K	> 8
Ne	Understanding and Applying Operations	2	7
Nf	Fractions	3	6
Ng	Ratio, Rates & Proportional Relationships	6	8
Nh	Rational Numbers	6	8
Ni	Irrational Numbers	8	> 8
Ga	Shapes	K	5
Gb	Angles, Lines and Planes	4	6
Gc	Geometric Measurement	5	7
Gd	Coordinate Geometry	5	> 8
Ge	Congruence and Similarity	8	> 8
Aa	Expressions	6 ²⁶	> 8
Ab	Equations & Their Solutions	6	> 8
Ac	Functions & The Situations They Model	6	> 8
Da	Probability	6 ²⁷	> 8
Db	Statistics	7	> 8

²⁶ The progression might discuss what's going on as far back as Kindergarten, but I don't think the grade level standards for Kindergarten should explicitly show "Expressions" as a heading! The relevant work appears under other headings.

²⁷ Similar comments as for Expressions above; in early grades this work appears under other headings. Also, I think we need a statement that students should be formulating questions and collecting data as part of their work in science. Not all of the data should be "What ice cream do people like."

Progression for Functions and Coordinates, Middle and High School

Block 1: Points, Equations, and Formulas

Concepts

- A. Use of two axes and correspondence between ordered pairs of numbers and point in the plane.
- B. Identifying the trend displayed by a set of points.
- C. Graphing a simple equation.
- D. Understand the idea of dependence of one quantity on another, but without formal function notation.
- E. Use of coordinates to prove theorems and make measurements.

Connections

- F. Plotting points leads to shapes in the plane (squares, triangles, rectangles), whose properties can be analyzed using coordinates.
- G. Equivalent expressions lead to identical points on a graph; expressions whose values differ by a constant give points shifted vertically.

Skills

1. Plot points, read off coordinates of points
2. Describe verbally a trend shown in a graph as increasing, decreasing, leveling off, and oscillating.
3. Graph a linear, quadratic or similar equation by making a table of values and plotting points and joining them where appropriate.
4. Graph a relationship given in words or by a formula, putting variables on the correct axes.
5. Use coordinates to compute areas, perimeters, midpoints, and distances.

Connections

6. Identify squares and apply the Pythagorean Theorem to figures given by coordinates.
7. Predict vertical shift in points from formula and vice versa.

Block 2: Function notation: Relationship between Graphs and Linear and Proportional Relationships

Concepts

- A. A function describes the relationship between two quantities. Function notation gives the relationship between input and output which can be represented as a table or graph.
- B. The set of points satisfying an equation of the form $y = mx + b$ represents a function whose graph is a line.
- C. A proportional linear relationship has a graph that is a line through the origin.
- D. The slope of a line represents a rate of change.

Connections

- E. Slope and similar triangles.
- F. Modeling quantities with a constant rate of change.
- G. Line of best fit in a scatter plot.

Skills

1. Graph a linear equation; identify vertical intercept and slope from the graph and equation and table.
2. Find horizontal intercepts of a linear equation from the graph and equation and table.
3. Rewrite a linear equation of the form $mx + b = c$ to graph and identify the slope and intercepts.
4. Write an equation representing a proportionality or linear relationship expressed in words. Find the constant of proportionality; use it to make predictions.
5. For constant c , find y and solve $mx + b = c$ for x using a graph, table, or formula.
6. Compute and interpret rates of change, both from the equation of a line and from points on a line.

Connections

7. Slope and ratio.
8. Using units to apply and interpret slope.

Block 3: Function notation: Nonlinear functions

Concepts

- A. The form of an expression representing a function corresponds to the shape of its graph; common functions have characteristic shapes.
- B. Domain and range and their interpretation in terms of input and output.
- C. Inverse variation.
- D. Points of intersection of the graphs of two functions, $y = f(x)$ and $y = g(x)$, correspond to solutions of the equation $f(x) = g(x)$.

Connections

- E. Equations: Solving for intercepts and intersections; finding domains.
- F. Expressions: Roots and fractional exponents.

Skills

1. Make graphs of $y = ax^2 + b$, $y = ab^x + c$
 $y = \frac{k}{x}$, $y = \sqrt{x}$
 $y = 2^x$, $y = 3^x$, $y = 10^x$
2. Identify function type from the shapes of the graph of equations of the forms in #1.
3. Identify domain and range from a graph.
4. Predict the largest domain and range for function types in #1.
5. For constant c , evaluate $f(c)$ and solve $f(x) = c$ for functions in #1. (Exponentials by trial and error or by graphing.)

Connections

6. Solve quadratic and cubic equations (where possible) of the form $ax^2 = k$, $ax^3 = k$.
7. Estimate a solution to an equation of the form $2^x = k$ by purposeful trial and error, bisection or zooming on a graphing calculator.

Block 4: Exponential Functions

Concepts

- A. A rate of change can be expressed as a rate of change (eg: people per year) or a relative rate of change (eg: percent per year).
- B. Constant relative rate of change leads to exponential functions.
- C. Repeated percentage growth (at a constant relative rate) generates graphs that “bend upward.”
- D. Exponential growth eventually outstrips linear growth.

Connections

- E. Ratios and percents.
- F. Expressions involving exponents.

Skills

1. Applying absolute and relative rates of change and using them to make predictions.
2. Exponential functions of the form $y = a(1+r)^t$, as continuous functions of t . (We assume a, r are constants.)
3. Identifying exponential growth versus exponential decay from a formula.
4. Identifying the initial value and growth or decay rate from a table or graph.
5. Write an expression for a function with a constant percent growth rate, and use it to make predictions.
6. For constant c , evaluate $f(c)$ and estimate the solution to $f(x) = c$.
7. Calculate and interpret rates of change between two points on an exponential curve.

Connections

8. Use algebraic manipulation to identify the relative rate of change in functions such as $y = a(1+r)^t$, $y = a(1-r)^t$, $y = a(1.2)^{4t}$, $y = a(1.001)^{360t}$.
9. Reinforce order of operations and simplification with examples such as $2(1.05)^3$ versus $(2 \cdot 1.05)^3$, $2(1.05)^3 + 1$ versus $2(1.05)^3 + 1$.

Block 5: Quadratic Functions

Concepts

- A. The graph of a quadratic function is a parabola.
- B. The form of an expression representing a quadratic function displays features of its graph:
 - Standard form: Vertical intercept
 - Factored form: Vertex point
 - Factored form: Horizontal intercepts

Connections

- C. Expressions: Factoring, completing the square.
- D. Equations: Quadratic formula, solving equations by factoring.

Skills

1. Graph a quadratic function in the form
$$y = ax^2 + bx + c$$
$$y = a(x - h)^2 + k$$
$$y = a(x - p)(x - q)$$
2. Interpret the value of c on the graph
$$y = ax^2 + bx + c$$
3. Interpret the sign of a on a parabola.
4. Identifying zeros from the factored form.
5. Identifying the vertex point from the vertex form.
6. Use quadratic functions to solve problems.

Connections

7. Factoring: To find zeros.
8. Quadratic formula: To find intersection points.
9. Completing the square: To find the vertex.

Block 6: Introduction to Circles and Trigonometric Functions: Sine, Cosine, Tangent

Concepts

- A. Equation of a circle centered at the origin
- B. Circle definitions of the sine, cosine, tangent extend the triangle definitions.
- C. Trigonometric functions are periodic.
- D. Identities: Quotient; Pythagorean identity.
- E. Identities: Odd and even functions

Connections

- F. Shape: Similarity, Pythagoras' Theorem.
- G. Equation of circle.

Skills

- 1. Plot equations of the form $x^2 + y^2 = r^2$.
- 2. Use the circle to compute values of sine, cosine, tangent of special angles.
- 3. Use the circle to identify symmetry (odd and even) in trigonometric functions.
- 4. Derive the identity $\sin^2 \theta + \cos^2 \theta = 1$.

Connections

- 5. Identify angles whose sines and cosines are related.
- 6. Solve $\sin^2 \theta + \cos^2 \theta = 1$ for the functions giving the top and bottom halves of the circle.

Block 7: Transformations of Functions and Graphs

Concepts

- A. Transforming the expression for a function transforms the graph.
- B. Inverse functions.
- C. Composition of functions.

Skills

- 1. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $f(x) - k$, $f(x) + c$, or $f(x) - c$. Include both positive and negative k .
- 2. Solve problems in which a transformation of a graph is described verbally (reflect in x -axis, shift upward, stretch, etc).
- 3. Read values of an inverse function from graph or table.
- 4. Find a formula for an inverse function by solving an equation.
- 5. Compose functions given by formulas, tables and graphs.
- 6. Evaluate the composition of a function and its inverse.

Connections

- D. Equations: Finding an expression for an inverse function.
- E. Expressions: Formula for a transformed function; composition of functions.

Connections

Block 8: Summarizing: Families of Functions

Concepts

- A. Functions occur in families in which the parameters correspond to features of the graph.

Connections

- B. Modeling.

Skills

- 1. Interpret the parameters in the formula for linear, quadratic, exponential functions.
- 2. Identify the parameters in the graph of a linear, quadratic, exponential function and draw conclusions about its formula.

Connections

- 3. Suggest a function that has the same quantitative behavior as the trend displayed by the data in a scatterplot.

To Be Added:

- Conics (hyperbolas and ellipses) and their geometry.
- Parametric curves.
- The use of technology

Student Practices In Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the “premises”—broad statements about the nature of readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. They are not themselves standards: every idea introduced here is subsequently represented in one or more places within the larger document.

As students progress toward being college and career ready, they exhibit with increasing fullness and regularity the following capacities in their reading, writing, and speaking and listening:

1. They demonstrate independence as readers, writers, speakers, and listeners.

Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points as well as ask questions and articulate their own ideas.

2. They build strong content knowledge.

Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. They respond to the varying demands of audience, task, purpose, and discipline.

Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. They comprehend as well as critique.

Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and assess the veracity of claims.

5. They privilege evidence.

Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

6. They care about precision.

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such

as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. They craft and look for structure.

Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. They use technology strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

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How to Read The K-12 ELA Document

The draft ELA K-8 Grade-Level Standards are divided into several parts. This introduction also includes Student Practices. Following that are the standards proper: the Reading, Writing, Speaking, and Listening strands for grades K-3 (Reading and Writing only), 4-5, and 6-8. (Grade 9 to core completion is forthcoming.) Following those are sets of illustrative texts in Reading and in Writing, respectively.

The **Student Practices** are the same as in the College- and Career-Ready Standards. A future version will likely include language about how students in K-12 become adept at such practices.

The main portion of the draft consists of the **K-8 standards** themselves. The standards are organized first by grade band (grades K-3, 4-5, and 6-8 in this draft) and second by strand (Reading, Writing, and Speaking and Listening). Each grade-band section follows a nearly identical format (with some variation, noted below):

Reading

Each grade-band section (except K-3 as yet in this draft) begins with a graphical **overview of required text complexity** at each grade level. This is followed by a **partial list of illustrative texts**, divided by subject area, related to the grade band. (The actual texts and numerous additional ones are sampled elsewhere in the K-8 standards document.)

Next comes text describing three **key achievements** demonstrated by students in the grade band. These are summative statements about the kinds of "big jumps" in reading achievement that students should make during their years in these grades.

A numbered list of **core skills** for the grade band immediately follows. These skills, closely modeled on the College- and Career-Ready Standards, describe the "how" of reading regardless of type of text.

The next element is the **core skills applied to the core text types**. These paragraphs describe how the core skills for the grade band are put to use in reading grade-band-appropriate texts in *narrative fiction*, *poetry*, *drama*, and *literary nonfiction* (simply *nonfiction* at the lower grades).

In K-3, there are additional **foundations** materials describing the acquisition of early literacy.

Writing

Like Reading, each grade-band section in Writing contains **key achievements** and **core skills**. The next section consists of **core skills applied to the core text types** of *narrative*, *informative/explanatory*, and *argumentative* writing. Concluding each Writing strand (except in K-3 in this draft) is a **language table** summarizing in tabular form the skills in conventions of writing, terms, grammar and usage, mechanics, precision and concision, and style that students in each grade band must master, further develop, or be introduced to.

Speaking and Listening

The grade-band sections of Grades 4-5 and 6-8 include **key achievements and core skills**, as in Reading and Writing. Following those are the **core skills applied to various communications**, specifically *recitation and reading aloud* and *classroom discourse*. Speaking and Listening in K-3 is under construction in concert with a Language Foundations document.

The draft standards document also includes illustrative texts in Reading and annotated samples in Writing, arranged first by grade band and second by text type.

The **illustrative texts in Reading** (from grades 6-8 in this draft) are brief samples of texts representative of the complexity and quality of reading that students are expected to do in the grade band. ELA-related texts in *narrative fiction, poetry, drama, and (literary) nonfiction* are presented first, followed by texts in *history/civics, science and technology, mathematics, and the arts*.

The **annotated samples in Writing** (narrative texts from grades K-8 in this draft) help illustrate the level of student performance that students composing in the core text types of *narrative, informative/explanatory, and argumentative* writing are expected to achieve. Annotations accompanying each sample indicate how the sample meets (or in some cases falls somewhat short) of the various writing standards in the grade band.

Illustrative Texts

Exemplars of Reading Text Complexity and Quality

Selecting Text Exemplars

In selecting texts to serve as exemplars for the K-12 English language arts standards, the work group began with the contributions of teachers and educational leaders and researchers who have experience working with students in the grades for which the texts have been selected.

These contributors were asked to focus on selecting texts exhibiting two essential qualities. First, the texts should be ones that they or their colleagues have used successfully with students in a given grade band (in this draft materials have been developed for grade 6-8, though eventually all grade bands will have sample texts). Second, the texts should be ones that are of high quality in their expression, form, and use of language.

These criteria generated a wide range of texts in a variety of styles that covered an extensive number of topics. While any selection of texts can only partially represent the cultural diversity of the United States, these texts include many of the voices that contribute to the American experience. In selecting texts from those submitted by contributors for inclusion with the draft, the work group sought to balance classic and historic texts with more recent and contemporary works. The group also leaned toward selecting texts by American authors.

Once texts were chosen for consideration, they were also checked using a variety of established readability scales to help verify that they were of sufficient text complexity. Each method of measuring readability has its strengths and limitations, so consulting a range of different measures helped the work group achieve as accurate an assessment of readability as possible. Furthermore, for text types and formats (particularly poetry) where traditional readability measures are unsuitable, professional judgment of complexity necessarily played a greater role.¹

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¹ Though advances have been made in the area of assessing text complexity, more work remains to be done. Given the increasingly recognized relationship between being able to read complex texts and being college and career ready, our tools for assessing text complexity must improve further if all students are to meet the challenge of being ready for postsecondary education and workforce training. To that end, participants in the K-12 ELA backmapping project are working to evaluate current readability measures and determine what more needs to be done to improve upon them. Two aspects of that work are trying to assess and enhance the precision of existing tools and making text complexity a manageable concept for students, teachers, parents, and curriculum developers.

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For English Language Arts

Narrative Fiction

From "The Tell-Tale Heart" by Edgar Allan Poe (1843)	4
From <i>Little Women</i> by Louisa May Alcott (1869).....	5
From <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876).....	6
From "After Twenty Years" by O. Henry (1908)	9
From <i>A Wrinkle in Time</i> by Madeline L'Engle (1962)	12
From <i>The Dark is Rising</i> by Susan Cooper (1973)	13
From <i>Dragonwings</i> by Laurence Yep (1975).....	15
From <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976).....	16
From "Eleven" from <i>Woman Hollering Creek: And Other Stories</i> by Sandra Cisneros (1992).....	17
From <i>The Absolutely True Diary of a Part Time Indian</i> by Sherman Alexie (2007)	18
From <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009)	19
"The Fox and the Crow" by Aesop (translation 1884).....	20
From "The Emperor's New Clothes" by Hans Christian Andersen (translation 1837).....	21
From "The Minotaur" from <i>Tanglewood Tales</i> by Nathaniel Hawthorne (1853).....	22
From "The People Could Fly" from <i>The People Could Fly: American Black Folktales</i> by Virginia Hamilton (1985).....	23
From <i>Black Ships before Troy: The Story of the Iliad</i> by Rosemary Sutcliff (1993)	25

Poetry

"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)	26
"Jabberwocky" by Lewis Carroll (1872).....	29
"Twelfth Song of Thunder" from <i>The Mountain Chant: A Navajo Ceremony</i> - Navajo tradition (1887).....	30
"The Song of Wandering" by W.B. Yeats (1899).....	31
"The Railway Train" by Emily Dickinson (1893)	32
"Chicago" from <i>Chicago Poems</i> by Carl Sandburg (1914).....	33
"I, Too" by Langston Hughes (1925).....	34
"Oranges" from <i>Black Hair</i> by Gary Soto (1985).....	35
"A Poem for My Librarian, Mrs. Long" from <i>Acolytes</i> by Nikki Giovanni (2007)	37

Drama

From <i>The Diary of Anne Franke</i> by Frances Goodrich and Albert Hackett (1958)	39
--	----

Literary Nonfiction

From "Letter on Thomas Jefferson" by John Adams (1822, 1850)	40
From <i>Narrative of the Life of Frederick Douglass An American Slave</i> by Frederick Douglass(1845).....	41
"Gettysburg Address" by Abraham Lincoln(1863)	43
From "Blood, Toil, Tears and Sweat" by Winston Churchill (1940).....	44
"I Am an American" Day Address by Learned Hand (1944).....	45
"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith (1950).....	46
From <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962).....	49
"I Have a Dream" by Martin Luther King, Jr. (1963)	50
From "Address to the Nation on Civil Rights" by John F. Kennedy (1963).....	52
From <i>I Know Why the Caged Bird Sings</i> by Maya Angelou (1969)	55

Narrative Fiction

From "The Tell-Tale Heart" by Edgar Allan Poe (1843)

When I had made an end of these labors, it was four o'clock--still dark as midnight. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart,--for what had I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbour during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises.

I smiled,--for what had I to fear? I bade the gentlemen welcome. The shriek, I said, was my own in a dream. The old man, I mentioned, was absent in the country. I took my visitors all over the house. I bade them search--search well. I led them, at length, to his chamber. I showed them his treasures, secure, undisturbed. In the enthusiasm of my confidence, I brought chairs into the room, and desired them here to rest from their fatigues, while I myself, in the wild audacity of my perfect triumph, placed my own seat upon the very spot beneath which reposed the corpse of the victim.

The officers were satisfied. My manner had convinced them. I was singularly at ease. They sat, and while I answered cheerily, they chatted of familiar things. But, ere long, I felt myself getting pale and wished them gone. My head ached, and I fancied a ringing in my ears: but still they sat and still chatted. The ringing became more distinct:--It continued and became more distinct: I talked more freely to get rid of the feeling; but it continued and gained definiteness--until, at length, I found that the noise was not within my ears.

No doubt I now grew very pale;--but I talked more fluently, and with a heightened voice. Yet the sound increased--and what could I do? It was a low, dull, quick sound--much such a sound as a watch makes when enveloped in cotton. I gasped for breath--and yet the officers heard it not. I talked more quickly--more vehemently; but the noise steadily increased. I arose and argued about trifles, in a high key and with violent gesticulations; but the noise steadily increased. Why would they not be gone? I paced the floor to and fro with heavy strides, as if excited to fury by the observations of the men--but the noise steadily increased. Oh God! what could I do? I foamed--I raved--I swore! I swung the chair upon which I had been sitting, and grated it upon the boards, but the noise arose over all and continually increased. It grew louder--louder--louder! And still the men chatted pleasantly, and smiled. Was it possible they heard not? Almighty God!--no, no! They heard!--they suspected!--they knew!--they were making a mockery of my horror!--this I thought, and this I think. But anything was better than this agony! Anything was more tolerable than this derision! I could bear those hypocritical smiles no longer! I felt that I must scream or die! and now--again!--hark! louder! louder! louder! louder!

"Villains!" I shrieked, "dissemble no more! I admit the deed!--tear up the planks! here, here!--It is the beating of his hideous heart!"

From *Little Women* by Louisa May Alcott (1869)

"Merry Christmas, little daughters! I'm glad you began at once, and hope you will keep on. But I want to say one word before we sit down. Not far away from here lies a poor woman with a little newborn baby. Six children are huddled into one bed to keep from freezing, for they have no fire. There is nothing to eat over there, and the oldest boy came to tell me they were suffering hunger and cold. My girls, will you give them your breakfast as a Christmas present?"

They were all unusually hungry, having waited nearly an hour, and for a minute no one spoke, only a minute, for Jo exclaimed impetuously, "I'm so glad you came before we began!"

"May I go and help carry the things to the poor little children?" asked Beth eagerly.

"I shall take the cream and the muffings," added Amy, heroically giving up the article she most liked.

Meg was already covering the buckwheats, and piling the bread into one big plate.

"I thought you'd do it," said Mrs. March, smiling as if satisfied. "You shall all go and help me, and when we come back we will have bread and milk for breakfast, and make it up at dinnertime."

They were soon ready, and the procession set out. Fortunately it was early, and they went through back streets, so few people saw them, and no one laughed at the queer party.

A poor, bare, miserable room it was, with broken windows, no fire, ragged bedclothes, a sick mother, wailing baby, and a group of pale, hungry children cuddled under one old quilt, trying to keep warm.

How the big eyes stared and the blue lips smiled as the girls went in.

"Ach, mein Gott! It is good angels come to us!" said the poor woman, crying for joy.

"Funny angels in hoods and mittens," said Jo, and set them to laughing.

In a few minutes it really did seem as if kind spirits had been at work there. Hannah, who had carried wood, made a fire, and stopped up the broken panes with old hats and her own cloak. Mrs. March gave the mother tea and gruel, and comforted her with promises of help, while she dressed the little baby as tenderly as if it had been her own. The girls meantime spread the table, set the children round the fire, and fed them like so many hungry birds, laughing, talking, and trying to understand the funny broken English.

"Das ist gut!" "Die Engel-kinder!" cried the poor things as they ate and warmed their purple hands at the comfortable blaze. The girls had never been called angel children before, and thought it very agreeable, especially Jo, who had been considered a 'Sancho' ever since she was born. That was a very happy breakfast, though they didn't get any of it. And when they went away, leaving comfort behind, I think there were not in all the city four merrier people than the hungry little girls who gave away their breakfasts and contented themselves with bread and milk on Christmas morning.

"That's loving our neighbor better than ourselves, and I like it," said

Meg, as they set out their presents while their mother was upstairs collecting clothes for the poor Hummels.

From *The Adventures of Tom Sawyer* by Mark Twain (1876)

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work--the very thought of it burnt him like fire. He got out his worldly wealth and examined it--bits of toys, marbles, and trash; enough to buy an exchange of WORK, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket, and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him! Nothing less than a great, magnificent inspiration.

He took up his brush and went tranquilly to work. Ben Rogers hove in sight presently--the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump--proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to starboard and rounded to ponderously and with laborious pomp and circumstance--for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

"Stop her, sir! Ting-a-ling-ling!" The headway ran almost out, and he drew up slowly toward the sidewalk.

"Ship up to back! Ting-a-ling-ling!" His arms straightened and stiffened down his sides.

"Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!" His right hand, meantime, describing stately circles--for it was representing a forty-foot wheel.

"Let her go back on the labboard! Ting-a-lingling! Chow-ch-chow-chow!" The left hand began to describe circles.

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow!

Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! LIVELY now!

Come--out with your spring-line--what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now--let her go! Done with the engines, sir! Ting-a-ling-ling! SH'T! S'H'T! SH'T!" (trying the gauge-cocks).

Tom went on whitewashing--paid no attention to the steamboat. Ben stared a moment and then said: "Hi-YI! YOU'RE up a stump, ain't you!"

No answer. Tom surveyed his last touch with the eye of an artist, then he gave his brush another gentle sweep and surveyed the result, as before. Ben ranged up alongside of him. Tom's mouth watered for the apple, but he stuck to his work. Ben said:

"Hello, old chap, you got to work, hey?"

Tom wheeled suddenly and said:

"Why, it's you, Ben! I warn't noticing."

"Say--I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther WORK--wouldn't you? Course you would!"

Tom contemplated the boy a bit, and said:

"What do you call work?"

"Why, ain't THAT work?"

Tom resumed his whitewashing, and answered carelessly:

"Well, maybe it is, and maybe it ain't. All I know, is, it suits Tom Sawyer."

"Oh come, now, you don't mean to let on that you LIKE it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth--stepped back to note the effect--added a touch here and there--criticised the effect again--Ben watching every move and getting more and more interested, more and more absorbed. Presently he said:

"Say, Tom, let ME whitewash a little."

Tom considered, was about to consent; but he altered his mind:

"No--no--I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence--right here on the street, you know--but if it was the back fence I wouldn't mind and SHE wouldn't. Yes, she's awful particular about this fence; it's got to be done very careful; I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No--is that so? Oh come, now--lemme just try. Only just a little--I'd let YOU, if you was me, Tom."

"Ben, I'd like to, honest injun; but Aunt Polly--well, Jim wanted to do it, but she wouldn't let him; Sid wanted to do it, and she wouldn't let Sid. Now don't you see how I'm fixed? If you was to tackle this fence and anything was to happen to it--"

"Oh, shucks, I'll be just as careful. Now lemme try. Say--I'll give you the core of my apple."

"Well, here--No, Ben, now don't. I'm afeard--"

"I'll give you ALL of it!"

Tom gave up the brush with reluctance in his face, but alacrity in his heart. And while the late steamer Big Missouri worked and sweated in the sun, the retired artist sat on a barrel in the shade close by, dangled his legs, munched his apple, and planned the slaughter of more innocents. There

was no lack of material; boys happened along every little while; they came to jeer, but remained to whitewash. By the time Ben was fagged out, Tom had traded the next chance to Billy Fisher for a kite, in good repair; and when he played out, Johnny Miller bought in for a dead rat and a string to swing it with--and so on, and so on, hour after hour. And when the middle of the afternoon came, from being a poor poverty-stricken boy in the morning, Tom was literally rolling in wealth. He had besides the things before mentioned, twelve marbles, part of a jews-harp, a piece of blue bottle-glass to look through, a spool cannon, a key that wouldn't unlock anything, a fragment of chalk, a glass stopper of a decanter, a tin soldier, a couple of tadpoles, six fire-crackers, a kitten with only one eye, a brass doorknob, a dog-collar--but no dog--the handle of a knife, four pieces of orange-peel, and a dilapidated old window sash.

He had had a nice, good, idle time all the while--plenty of company

--and the fence had three coats of whitewash on it! If he hadn't run out of whitewash he would have bankrupted every boy in the village.

Tom said to himself that it was not such a hollow world, after all. He had discovered a great law of human action, without knowing it--namely, that in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain. If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that Work consists of whatever a body is OBLIGED to do, and that Play consists of whatever a body is not obliged to do. And this would help him to understand why constructing artificial flowers or performing on a tread-mill is work, while rolling ten-pins or climbing Mont Blanc is only amusement. There are wealthy gentlemen in England who drive four-horse passenger-coaches twenty or thirty miles on a daily line, in the summer, because the privilege costs them considerable money; but if they were offered wages for the service, that would turn it into work and then they would resign.

The boy mused awhile over the substantial change which had taken place in his worldly circumstances, and then weided toward headquarters to report.

From "After Twenty Years" by O. Henry (1908)

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh de-peopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago to-night," said the man, "I dined here at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, staunchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door to-night, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

"You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I've had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him."

The policeman twirled his club and took a step or two.

"I'll be on my way. Hope your friend comes around all right. Going to call time on him sharp?"

"I should say not!" said the other. "I'll give him half an hour at least. If Jimmy is alive on earth he'll be here by that time. So long, officer."

"Good-night, sir," said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

"Is that you, Bob?" he asked, doubtfully.

"Is that you, Jimmy Wells?" cried the man in the door.

"Bless my heart!" exclaimed the new arrival, grasping both the other's hands with his own. "It's Bob, sure as fate. I was certain I'd find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant's gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?"

"Bully; it has given me everything I asked it for. You've changed lots, Jimmy. I never thought you were so tall by two or three inches."

"Oh, I grew a bit after I was twenty."

"Doing well in New York, Jimmy?"

"Moderately. I have a position in one of the city departments. Come on, Bob; we'll go around to a place I know of, and have a good long talk about old times."

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other's face.

The man from the West stopped suddenly and released his arm.

"You're not Jimmy Wells," he snapped. "Twenty years is a long time, but not long enough to change a man's nose from a Roman to a pug."

"It sometimes changes a good man into a bad one," said the tall man. "You've been under arrest for ten minutes, 'Silky' Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That's sensible. Now, before we go on to the station here's a note I was asked to hand you. You may read it here at the window. It's from Patrolman Wells."

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn't do it myself, so I went around and got a plain clothes man to do the job.

JIMMY.

From *A Wrinkle in Time* by Madeline L'Engle (1962)

"If we knew ahead of time what was going to happen we'd be – we'd be like the people on Camazotz, with no lives of our own, with everything all planned and done for us. How can I explain it to you? Oh, I know. In your language you have a form of poetry called the sonnet."

"Yes, yes," Calvin said impatiently. "What's that got to do with the Happy Medium?"

"Kindly pay me the courtesy of listening to me." Mrs. Whatsit's voice was stern, and for a moment Calvin stopped pawing the ground like a nervous colt. "It is a very strict form of poetry, is it not?"

"Yes."

"There are fourteen lines, I believe, all in iambic pentameter. That's a very strict rhythm or meter, yes?"

"Yes." Calvin nodded.

"No."

"But within this strict form the poet has complete freedom to say whatever he wants, doesn't he?"

"Yes." Calvin nodded again.

"So," Mrs. Whatsit said.

"So what?"

"Oh, do not be stupid, boy!" Mrs. Whatsit scolded. "You know perfectly well what I am driving at!"

"You mean you're comparing our lives to a sonnet? A strict form, but freedom within it?"

"Yes." Mrs. Whatsit said. "You're given the form, but you have to write the sonnet yourself. What you say is completely up to you."

From *The Dark is Rising* by Susan Cooper (1973)

Midwinter Day

He was woken by music. It beckoned him, lilting and insistent; delicate music, played by delicate instruments that he could not identify, with one rippling, bell-like phrase running through it in a gold thread of delight. There was in this music so much of the deepest enchantment of all his dreams and imaginings that he woke smiling in pure happiness at the sound. In the moment of his waking, it began to fade, beckoning as it went, and then as he opened his eyes it was gone. He had only the memory of that one rippling phrase still echoing in his head, and itself fading so fast that he sat up abruptly in bed and reached his arm out to the air, as if he could bring it back.

The room was very still, and there was no music, and yet Will knew that it had not been a dream.

He was in the twins' room still; he could hear Robin's breathing, slow and deep, from the other bed. Cold light glimmered round the edge of the curtains, but no one was stirring anywhere; it was very early. Will pulled on his rumpled clothes from the day before, and slipped out of the room. He crossed the landing to the central window, and looked down.

In the first shining moment he saw the whole strange-familial world, glistening white; the roofs of the outbuildings mounded into square towers of snow, and beyond them all the fields and hedge: buried, merged into one great flat expanse, unbroken white to the horizon's brim. Will drew in a long, happy breath, silently rejoicing. Then, very faintly, he heard the music again, the same phrase. He swung round vainly searching for it in the air, as if he might see it somewhere like a flickering light.

"Where are you?"

It had gone again. And when he looked back through the window, he saw that his own world had gone with it. In that flash, everything had changed. The snow was there as it had been a moment before, but not piled now on roofs or stretching flat over lawns and fields. There were no roofs, there were no fields. There were only trees. Will was looking over a great white forest: a forest of massive trees, sturdy as towers and ancient as rock. They were bare of leaves, clad only in the deep snow that lay untouched along every branch, each smallest twig. They were everywhere. They began so close to the house that he was looking out through the topmost branches of the nearest tree, could have reached out and shaken them if he had dared to open the window. All around him the trees stretched to the flat horizon of the valley. The only break in that white world of branches was away over to the south, where the Thames ran; he could see the bend in the river marked like a single stilled wave in this white ocean of forest, and the shape of it looked as though the river were wider than it should have been.

Will gazed and gazed, and when at last he stirred he found that he was clutching the smooth iron circle threaded onto his belt. The iron was warm to his touch.

He went back into the bedroom.

"Robin!" he said loudly. "Wake up!" But Robin breathed slowly and rhythmically as before, and did not stir.

He ran into the bedroom next door, the familiar small room that he had once shared with James, and shook James roughly by the shoulder. But when the shaking was done, James lay motionless, deeply asleep.

Will went out onto the landing again and took a long breath, and he shouted with all his might: "Wake up! Wake up, everyone!"

He did not now expect any response, and none came. There was a total silence, as deep and timeless as the blanketing snow; the house and everyone in it lay in a sleep that would not be broken.

Will went downstairs to pull on his boots, and the old sheepskin jacket that had belonged, before him, to two or three of his brothers in turn. Then he went out of the back door, closing it quietly behind him, and stood looking out through the quick white vapour of his breath.

The strange white world lay stroked by silence. No birds sang. The garden was no longer there, in this forested land. Nor were the outbuildings nor the old crumbling walls. There lay only a narrow clearing round the house now, hummocked with unbroken snowdrifts, before the trees began, with a narrow path leading away. Will set out down the white tunnel of the path, slowly, stepping high to keep the snow out of his boots. As soon as he moved away from the house, he felt very much alone, and he made himself go on without looking back over his shoulder, because he knew that when he looked, he would find that the house was gone.

He accepted everything that came into his mind, without thought or question, as if he were moving through a dream. But a deeper part of him knew that he was not dreaming. He was crystal-clear awake, in a Midwinter Day that had been waiting for him to wake into it since the day he had been born, and, he somehow knew, for centuries before that. *Tomorrow will be beyond imagining...* Will came out of the white-arched path into the road, paved smooth with snow and edged everywhere by the great trees, and he looked up between the branches and saw a single black rook flap slowly past, high in the early sky.

From *Dragonwings* by Laurence Yep (1975)

Chapter IX: The Dragon Wakes (December, 1905—April, 1906)

By the time the winter rains came to the city, we were not becoming rich, but we were doing well. Each day we put a little money away in our cold tin can. Father never said anything, but I knew he was thinking about the day when we might be able to afford to bring Mother over. You see, it was not simply a matter of paying her passage over on the boat. Father would probably have to go over after her and escort her across. There had to be money for bribes—tea money, Uncle called it—at both ends of the ocean. Now that we no longer belonged to the Company, we somehow had to acquire a thousand *dollars* worth of property, a faraway figure when you can only save *nickels* and *dimes*.

And yet the hope that we could start our own little fix-it shop and qualify as merchants steadily grew with the collection of coins in the tin can. I was happy most of the time, even when it became the time for the New Year by the Tang people's reckoning. [...]

We took the old picture of the Stove King and smeared some honey on it before we burned it in the stove. Later that evening we would hang up a new picture of the Stove King that we had bought in the Tang people's town. That was a sign the Stove King had returned to his place above our stove. After we had finished burning the old picture, we sat down to a lunch of meat pastries and dumplings. Robin ate quietly—for her, that is. Actually, she monopolized only half the conversation. "Look," she said. "My aunt would never go in for those pagan customs—not in her house. But I could sneak the old picture out and tell her you wanted to replace it with a new one. Then you could smear honey on it for her."

"But you no believe in the Stove King"

"Of course not," she snapped. She squirmed in her seat. "But it might make you feel better."

I could see that she really wanted to make herself feel better. No sense in taking chances with the supernatural, and so on. I could tell her train of thought because I sometimes carried the little cross she had given me in my pocket—just as insurance.

[...]

From *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)

"You were born blessed, boy, with land of your own. If you hadn't been, you'd cry out for it while you try to survive... like Mr. Lanier and Mr. Avery. Maybe even do what they doing now. It's hard on a man to give up, but sometimes it seems there just ain't nothing else he can do."

"I... I'm sorry, Papa," Stacey muttered.

After a moment, Papa reached out and draped his arm over Stacey's shoulder.

"Papa," I said, standing to join them, "we giving up too?"

Papa looked down at me and brought me closer, then waved his hand toward the drive. "You see that fig tree over yonder, Cassie? Them other trees all around... that oak and walnut, they're a lot bigger and they take up more room and give so much shade they almost overshadow that little ole fig. But that fig tree's got roots that run deep, and it belongs in that yard as much as that oak and walnut. It keeps blooming, bearing fruit year after year, knowing all the time it'll never get as big as them other trees. Just keeps on growing and doing what it gotta do: It don't give up. It give up, it'll die. There's a lesson to be learned from that little tree, Cassie girl, 'cause we're like it. We keep doing what we gotta do, and we don't give up. We can't."

Comment [jsm1]: This is the spacing and indentation in my copy. Is this correct?

From "Eleven" from *Woman Hollering Creek: And Other Stories* by Sandra Cisneros (1992)

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are -- underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five.

And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

From *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie (2007)

It's a weird thing.

Reservations were meant to be prisons, you know? Indians were supposed to move onto reservations and die. We were supposed to disappear.

But somehow or another, Indians have forgotten that reservations were meant to be death camps.

I wept because I was the only one who was brave and crazy enough to leave the rez. I was the only one with enough arrogance.

I wept and wept and wept because I knew that I was never going to drink and because I was never going to kill myself and because I was going to have a better life out in the white world.

I realized that I might be a lonely Indian boy, but I was not alone in my loneliness. There were millions of other Americans who had left their birthplaces in search of a dream.

I realized that, sure, I was a Spokane Indian. I belonged to that tribe. But I also belonged to the tribe of American immigrants. And to the tribe of basketball players. And to the tribe of bookworms.

And the tribe of cartoonists.

And the tribe of teenage boys.

And the tribe of small-town kids.

And the tribe of Pacific Northwesters.

And the tribe of tortilla chips-and-salsa lovers.

And the tribe of poverty.

And the tribe of funeral-goers.

And the tribe of beloved sons.

And the tribe of boys who really missed their best friends.

It was a huge realization.

And that's when I knew that I was going to be okay.

From *Where the Mountain Meets the Moon* by Grace Lin (2009)

Chapter 1

Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. The villagers called it Fruitless Mountain because nothing grew on it and birds and animals did not rest there.

Crowded in the corner of where Fruitless Mountain and the Jade River met was a village that was a shade of faded brown. This was because the land around the village was hard and poor. To coax rice out of the stubborn land, the field had to be flooded with water. The villagers had to tramp in the mud, bending and stooping and planting day after day. Working in the mud so much made it spread everywhere and the hot sun dried it onto their clothes and hair and homes. Over time, everything in the village had become the dull color of dried mud.

One of the houses in this village was so small that its wood boards, held together by the roof, made one think of a bunch of matches tied with a piece of twine. Inside, there was barely enough room for three people to sit around the table—which was lucky because only three people lived there. One of them was a young girl called Minli.

Minli was not brown and dull like the rest of the village. She had glossy black hair with pink cheeks, shining eyes always eager for adventure, and a fast smile that flashed from her face. When people saw her lively and impulsive spirit, they thought her name, which meant *quick thinking*, suited her well. "Too well," her mother sighed, as Minli had a habit of quick acting as well.

[...]

"The Fox and the Crow" by Aesop (translation 1884)

A Crow, having stolen a bit of flesh, perched in a tree, and held it in her beak. A Fox, seeing her, longed to possess himself of the flesh, and by a wily stratagem succeeded. "How handsome is the Crow," he exclaimed, "in the beauty of her shape and in the fairness of her complexion! Oh, if her voice were only equal to her beauty, she would deservedly be considered the Queen of Birds!" This he said deceitfully, having greater admiration for the meat than for the crow. But the Crow, all her vanity aroused by the cunning flattery, and anxious to refute the reflection cast upon her voice, set up a loud caw, and dropped the flesh. The Fox quickly picked it up, and thus addressed the Crow: "My good Crow, your voice is right enough, but your wit is wanting."

He who listens to flattery is not wise, for it has no good purpose.

CONFIDENTIAL

From "The Emperor's New Clothes" by Hans Christian Andersen (translation 1837)

Many years ago, there was an Emperor, who was so excessively fond of new clothes, that he spent all his money in dress. He did not trouble himself in the least about his soldiers; nor did he care to go either to the theatre or the chase, except for the opportunities then afforded him for displaying his new clothes. He had a different suit for each hour of the day; and as of any other king or emperor, one is accustomed to say, "he is sitting in council," it was always said of him, "The Emperor is sitting in his wardrobe."

Time passed merrily in the large town which was his capital; strangers arrived every day at the court. One day, two rogues, calling themselves weavers, made their appearance. They gave out that they knew how to weave stuffs of the most beautiful colors and elaborate patterns, the clothes manufactured from which should have the wonderful property of remaining invisible to everyone who was unfit for the office he held, or who was extraordinarily simple in character.

"These must, indeed, be splendid clothes!" thought the Emperor. "Had I such a suit, I might at once find out what men in my realms are unfit for their office, and also be able to distinguish the wise from the foolish! This stuff must be woven for me immediately." And he caused large sums of money to be given to both the weavers in order that they might begin their work directly.

So the two pretended weavers set up two looms, and affected to work very busily, though in reality they did nothing at all. They asked for the most delicate silk and the purest gold thread; put both into their own knapsacks; and then continued their pretended work at the empty looms until late at night.

From "The Minotaur" from *Tanglewood Tales* by Nathaniel Hawthorne (1853)

"Alas! my son," quoth King Aegeus, heaving a long sigh, "here is a very lamentable matter in hand! This is the woofullest anniversary in the whole year. It is the day when we annually draw lots to see which of the youths and maids of Athens shall go to be devoured by the horrible Minotaur!"

"The Minotaur!" exclaimed Prince Theseus; and like a brave young prince as he was, he put his hand to the hilt of his sword. "What kind of a monster may that be? Is it not possible, at the risk of one's life, to slay him?"

But King Aegeus shook his venerable head, and to convince Theseus that it was quite a hopeless case, he gave him an explanation of the whole affair. It seems that in the island of Crete there lived a certain dreadful monster, called a Minotaur, which was shaped partly like a man and partly like a bull, and was altogether such a hideous sort of a creature that it is really disagreeable to think of him. If he were suffered to exist at all, it should have been on some desert island, or in the duskiness of some deep cavern, where nobody would ever be tormented by his abominable aspect. But King Minos, who reigned over Crete, laid out a vast deal of money in building a habitation for the Minotaur, and took great care of his health and comfort, merely for mischief's sake. A few years before this time, there had been a war between the city of Athens and the island of Crete, in which the Athenians were beaten, and compelled to beg for peace. No peace could they obtain, however, except on condition that they should send seven young men and seven maidens, every year, to be devoured by the pet monster of the cruel King Minos. For three years past, this grievous calamity had been borne. And the sobs, and groans, and shrieks, with which the city was now filled, were caused by the people's woe, because the fatal day had come again, when the fourteen victims were to be chosen by lot; and the old people feared lest their sons or daughters might be taken, and the youths and damsels dreaded lest they themselves might be destined to glut the ravenous maw of that detestable man-brute.

But when Theseus heard the story, he straightened himself up, so that he seemed taller than ever before; and as for his face it was indignant, despiteful, bold, tender, and compassionate, all in one look.

"Let the people of Athens this year draw lots for only six young men, instead of seven," said he, "I will myself be the seventh; and let the Minotaur devour me if he can!"

"O my dear son," cried King Aegeus, "why should you expose yourself to this horrible fate? You are a royal prince, and have a right to hold yourself above the destinies of common men."

"It is because I am a prince, your son, and the rightful heir of your kingdom, that I freely take upon me the calamity of your subjects," answered Theseus, "And you, my father, being king over these people, and answerable to Heaven for their welfare, are bound to sacrifice what is dearest to you, rather than that the son or daughter of the poorest citizen should come to any harm."

From "The People Could Fly" from *The People Could Fly: American Black Folktales* by Virginia Hamilton (1985)

They say the people could fly. Say that long ago in Africa, some of the people knew magic. And they would walk up on the air like climbin up on a gate. And they flew like blackbirds over the fields. Black, shiny wings flappin against the blue up there.

Then, many of the people were captured for Slavery. The ones that could fly shed their wings. They couldn't take their wings across the water on slave ships. Too crowded, don't you know.

The folks were full of misery, then. Got sick with the up and down of the sea. So they forgot about flyin when they could no longer breath the sweet scent of Africa.

Say the people who could fly kept their power, although they shed their wings. They looked the same as the other people from Africa who had been coming over, who had dark skin. Say you couldn't tell anymore one who could fly from one who couldn't.

One such who could was an old man, call him Toby. And standin tall, yet afraid, was a young woman who once had wings. Call her Sarah. Now Sarah carried a babe tied to her back. She trembled to be so hard worked and scorned.

The slaves labored in the fields from sunup to sundown. The owner of the slaves callin himself their Master. Say he was a hard lump of clay. A hard, glinty coal. A hard rock pile, wouldn't be moved. His Overseer on horseback pointed out the slaves who were slowin down. So the one called Driver cracked his whip over the slow ones to make them move faster. That whip was a slice-open cut of pain. So they did move faster. Had to.

[...]

CONFIDENTIAL

From *Black Ships before Troy: The Story of the Iliad* by Rosemary Sutcliff (1993)

In the high and far-off days when men were heroes and walked with the gods, Peleus, king of the Myrmidons, took for his wife a sea nymph called Thetis, Thetis of the Silver Feet. Many guests came to their wedding feast, and among the mortal guests came all the gods of high Olympus.

But as they sat feasting, one who had not been invited was suddenly in their midst: Eris, the goddess of discord, had been left out because wherever she went she took trouble with her; yet here she was, all the same, and in her blackest mood, to avenge the insult.

All she did—it seemed a small thing—was to toss down on the table a golden apple. Then she breathed upon the guests once, and vanished.

The apple lay gleaming among the piled fruits and the brimming wine cups; and bending close to look at it, everyone could see the words "To the fairest" traced on its side.

Then the three greatest of the goddesses each claimed that it was hers. Hera claimed it as wife to Zeus, the All-father, and queen of all the gods. Athene claimed that she had the better right, for the beauty of wisdom such as hers surpassed all else. Aphrodite only smiled, and asked who had a better claim to beauty's prize than the goddess of beauty herself.

They fell to arguing among themselves; the argument became a quarrel, and the quarrel grew more and more bitter, and each called upon the assembled guests to judge between them. But the other guests refused, for they knew well enough that, whichever goddess they chose to receive the golden apple, they would make enemies of the other two.

Poetry

"Paul Revere's Ride" by Henry Wadsworth Longfellow (1861)

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country-folk to be up and to arm."

Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

Then he climbed to the tower of the church,
Up the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade,—
Up the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,

And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay,--
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle-girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.
And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!

A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet;
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.

He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

It was twelve by the village clock
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.

It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.

You know the rest. In the books you have read,
How the British Regulars fired and fled,—
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.

"Jabberwocky" by Lewis Carroll (1872)

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffing through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

'And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

**"Twelfth Song of Thunder" from *The Mountain Chant: A Navajo Ceremony* – Navajo tradition
(1887)**

The voice that beautifies the land!
The voice above,
The voice of thunder
Within the dark cloud
Again and again it sounds,
The voice that beautifies the land.

The voice that beautifies the land!
The voice below,
The voice of the grasshopper
Among the plants
Again and again it sounds,
The voice that beautifies the land.

CONFIDENTIAL

"The Song of Wandering" by W.B. Yeats (1899)

I WENT out to the hazel wood,
Because a fire was in my head,
And cut and peeled a hazel wand,
And hooked a berry to a thread;
And when white moths were on the wing,
And moth-like stars were flickering out,
I dropped the berry in a stream
And caught a little silver trout.

When I had laid it on the floor
I went to blow the fire a-flame,
But something rustled on the floor,
And someone called me by my name:
It had become a glimmering girl
With apple blossom in her hair
Who called me by my name and ran
And faded through the brightening air.

Though I am old with wandering
Through hollow lands and hilly lands,
I will find out where she has gone,
And kiss her lips and take her hands;
And walk among long dappled grass,
And pluck till time and times are done,
The silver apples of the moon,
The golden apples of the sun.

"The Railway Train" by Emily Dickinson (1893)

I like to see it lap the miles,
And lick the valleys up,
And stop to feed itself at tanks;
And then, prodigious, step

Around a pile of mountains,
And, supercilious, peer
In shanties by the sides of roads;
And then a quarry pare

To fit its sides, and crawl between,
Complaining all the while
In horrid, hooting stanza;
Then chase itself down hill

And neigh like Boanerges;
Then, punctual as a star,
Stop -- docile and omnipotent --
At its own stable door.

CONFIDENTIAL

"Chicago" from *Chicago Poems* by Carl Sandburg (1914)

Hog Butcher for the World,
Tool Maker, Stacker of Wheat,
Player with Railroads and the Nation's Freight Handler;
Stormy, husky, brawling,
City of the Big Shoulders:

They tell me you are wicked and I believe them, for I have seen your painted women under the gas lamps luring the farm boys.
And they tell me you are crooked and I answer: Yes, it is true I have seen the gunman kill and go free to kill again.
And they tell me you are brutal and my reply is: On the faces of women and children I have seen the marks of wanton hunger.
And having answered so I turn once more to those who sneer at this my city, and I give them back the sneer and say to them:
Come and show me another city with lifted head singing so proud to be alive and coarse and strong and cunning.
Flinging magnetic curses amid the toil of piling job on job, here is a tall bold slugger set vivid against the little soft cities;
Fierce as a dog with tongue lapping for action, cunning as a savage pitted against the wilderness,

Bareheaded,
Shoveling,
Wrecking,
Planning,
Building, breaking, rebuilding,

Under the smoke, dust all over his mouth, laughing with white teeth,
Under the terrible burden of destiny laughing as a young man laughs,
Laughing even as an ignorant fighter laughs who has never lost a battle,
Bragging and laughing that under his wrist is the pulse, and under his ribs the heart of the people,

Laughing!

Laughing the stormy, husky, brawling laughter of Youth, half-naked, sweating, proud to be Hog Butcher, Tool Maker, Stacker of Wheat, Player with Railroads and Freight Handler to the Nation.

"I, Too" by Langston Hughes (1925)

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then,

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America.

CONFIDENTIAL

"Oranges" from *Black Hair* by Gary Soto (1985)

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December. Frost cracking
Beneath my steps, my breath
Before me, then gone,
As I walked toward
Her house, the one whose
Porch light burned yellow
Night and day, in any weather.
A dog barked at me, until
She came out pulling
At her gloves, face bright
With rouge. I smiled,
Touched her shoulder, and led
Her down the street, across
A used car lot and a line
Of newly planted trees,
Until we were breathing
Before a drugstore. We
Entered, the tiny bell
Bringing a saleslady
Down a narrow aisle of goods.
I turned to the candies
Tiered like bleachers,
And asked what she wanted -
Light in her eyes, a smile
Starting at the corners
Of her mouth. I fingered
A nickel in my pocket,
And when she lifted a chocolate
That cost a dime,
I didn't say anything.
I took the nickel from
My pocket, then an orange,
And set them quietly on
The counter. When I looked up,
The lady's eyes met mine,
And held them, knowing
Very well what it was all
About.

Outside,
A few cars hissing past,
Fog hanging like old

Coats between the trees.
I took my girl's hand
In mine for two blocks,
Then released it to let
Her unwrap the chocolate.
I peeled my orange
That was so bright against
The gray of December
That, from some distance,
Someone might have thought
I was making a fire in my hands.

CONFIDENTIAL

"A Poem for My Librarian, Mrs. Long" from *Acolytes* by Nikki Giovanni (2007)

A Poem for My Librarian, Mrs. Long

(You never know what troubled little girl needs a book)

At a time when there was not tv before 3:00 P.M.

And on Sunday none until 5:00

We sat on the front porches watching

The jfg sign go on and off greeting

The neighbors, discussion the political

Situation congratulating the preacher

On his sermon

There was always the radio which brought us

Songs from wjac in nashville and what we would now call

Easy listening or smooth jazz but when I listened

Late at night with my portable (that I was so proud of)

Tucked under my pillow

I heard nat king cole and matt dennis, june christy and ella fitzgerald

And sometimes sarah vaughan sing black coffee

Which I now drink

It was just called music

There was a bookstore uptown on gay street

Which I visited and inhaled that wonderful odor

Of new books

Even today I read hardcover as a preference paperback only

As a last resort

And up the hill on vine street

(The main black corridor) sat our carnegie library

Mrs. Long always glad to see you

The stereoscope always ready to show you faraway

Places to dream about

Mrs. Long asking what are you looking for today

When I wanted Leaves of Grass or alfred north whitehead

She would go to the big library uptown and I now know

Had in hand to ask to borrow so that I might borrow

Probably they said something humiliating since southern

Whites like to humiliate southern blacks

But she nonetheless brought the books

Back and I held them to my chest

Close to my heart

And happily skipped back to grandmother's house

Where I would sit on the front porch

In a gray glider and dream of a world

Far away

I love the world where I was
I was safe and warm and grandmother gave me neck kissed
When I was on my way to bed

But there was a world
Somewhere
Out there
And Mrs. Long opened that wardrobe
But no lions or witches scared me
I went through
Knowing there would be
Spring

CONFIDENTIAL

Drama

From *The Diary of Anne Franke* by Frances Goodrich and Albert Hackett (1958)

From Act I, Scene 1:

MIEP But, Mr. Frank, there are letters, notes . . .

MR FRANK Burn them. All of them.

MIEP Burn this? (*She hands him a worn, velour-covered book.*)

MR FRANK (*quietly*) Anne's diary. (*He opens the diary and reads.*) 'Monday, the sixth of July, nineteen hundred and forty-two.' (*To MIEP.*) Nineteen hundred and forty-two. Is it possible, Miep? Only three years ago. (*He reads.*) 'Dear Diary, since you and I are going to be great friends, I will start by telling you about myself. My name is Anne Frank. I am thirteen years old. I was born in Germany the twelfth of June, nineteen twenty-nine. As my family is Jewish we emigrated to Holland when Hitler came to power.'

CONFIDENTIAL

Literary Nonfiction

From "Letter on Thomas Jefferson" by John Adams (1822, 1850)

[...]

Mr. Jefferson came into Congress, in June, 1775, and brought with him a reputation for literature, science, science, and a happy talent of composition. Writings of his were handed about, remarkable for the peculiar felicity of expression. Though a silent member in Congress, he was so prompt, frank, explicit, and decisive upon committees and in conversation, not even Samuel Adams was more so, that he soon seized upon my heart; and upon this occasion I gave him my vote, and did all in my power to procure the votes of others. I think he had one more vote than any other, and that placed him at the head of the committee. I had the next highest number, and that placed me second. The committee met, discussed the subject, and then appointed Mr. Jefferson and me to make the draught, I suppose because we were the two first on the list.

The subcommittee met. Jefferson proposed to me to make the draft. I said, 'I will not.' 'You should do it.' 'Oh! no.' 'Why will you not? You ought to do it.' 'I will not.' 'Why?' 'Reasons enough.' 'What can be your reasons?' 'Reason first, you are a Virginian, and a Virginian ought to appear at the head of this business. Reason second, I am obnoxious, suspected, and unpopular. You are very much otherwise. Reason third, you can write ten times better than I can.' 'Well,' said Jefferson, 'if you are decided, I will do as well as I can.' 'Very well. When you have drawn it up, we will have a meeting.'

[...]

From Narrative of the Life of Frederick Douglass An American Slave by Frederick Douglass(1845)

[...]

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent of errands, I always took my book with me, and by going one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them; but prudence forbids;—not that it would injure me, but it might embarrass them; for it is almost an unpardonable offence to teach slaves to read in this Christian country. It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's ship-yard. I used to talk this matter of slavery over with them. I would sometimes say to them, I wished I could be as free as they would be when they got to be men. "You will be free as soon as you are twenty-one, *but I am a slave for life!* Have not I as good a right to be free as you have?" These words used to trouble them; they would express for me the liveliest sympathy, and console me with the hope that something would occur by which I might be free.

I was now about twelve years old, and the thought of being *a slave for life* began to bear heavily upon my heart. Just about this time, I got hold of a book entitled "The Columbian Orator." Every opportunity I got, I used to read this book. Among much of other interesting matter, I found in it a dialogue between a master and his slave. The slave was represented as having run away from his master three times. The dialogue represented the conversation which took place between them, when the slave was retaken the third time. In this dialogue, the whole argument in behalf of slavery was brought forward by the master, all of which was disposed of by the slave. The slave was made to say some very smart as well as impressive things in reply to his master—things which had the desired though unexpected effect; for the conversation resulted in the voluntary emancipation of the slave on the part of the master.

In the same book, I met with one of Sheridan's mighty speeches on and in behalf of Catholic emancipation. These were choice documents to me. I read them over and over again with unabated interest. They gave tongue to interesting thoughts of my own soul, which had frequently flashed through my mind, and died away for want of utterance. The moral which I gained from the dialogue was the power of truth over the conscience of even a slaveholder. What I got from Sheridan was a bold denunciation of slavery, and a powerful vindication of human rights. The reading of these documents enabled me to utter my thoughts, and to meet the arguments brought forward to sustain slavery; but while they relieved me of one difficulty, they brought on another even more painful than the one of which I was relieved. The more I read, the more I was led to abhor and detest my enslavers. I could regard them in no other light than a band of successful robbers, who had left their homes, and gone to Africa, and stolen us from our homes, and in a strange land reduced us to slavery. I loathed them as being the meanest as well as the most wicked of men. As I read and contemplated the subject, behold! that very discontentment which Master Hugh had predicted

would follow my learning to read had already come, to torment and sting my soul to unutterable anguish. As I writhed under it, I would at times feel that learning to read had been a curse rather than a blessing. It had given me a view of my wretched condition, without the remedy. It opened my eyes to the horrible pit, but to no ladder upon which to get out. In moments of agony, I envied my fellow-slaves for their stupidity. I have often wished myself a beast. I preferred the condition of the meanest reptile to my own. Any thing, no matter what, to get rid of thinking! It was this everlasting thinking of my condition that tormented me. There was no getting rid of it. It was pressed upon me by every object within sight or hearing, animate or inanimate. The silver trump of freedom had roused my soul to eternal wakefulness. Freedom now appeared, to disappear no more forever. It was heard in every sound, and seen in every thing. It was ever present to torment me with a sense of my wretched condition. I saw nothing without seeing it, I heard nothing without hearing it, and felt nothing without feeling it. It looked from every star, it smiled in every calm, breathed in every wind, and moved in every storm.

[...]

CONFIDENTIAL

"Gettysburg Address" by Abraham Lincoln(1863)

Fourscore and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We are met to dedicate a portion of it as the final resting-place of those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this. But in a large sense we cannot dedicate,—we cannot consecrate,— we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it far above our power to add or detract. The world will little note, nor long remember, what we say here, but it can never forget what they did here. It is for us, the living, rather to be dedicated here to the unfinished work that they have thus far so nobly carried on. It is, rather for us to be here dedicated to the great task remaining before us, that from these honored dead we take increased devotion to that cause for which they here gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom, and that Government of the people, by the people and for the people, shall not perish from the earth.

CONFIDENTIAL

From "Blood, Toil, Tears and Sweat" by Winston Churchill (1940)

[...]

I say to the House as I said to ministers who have joined this government, I have nothing to offer but blood, toil, tears, and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many months of struggle and suffering.

You ask, what is our policy? I say it is to wage war by land, sea, and air. War with all our might and with all the strength God has given us, and to wage war against a monstrous tyranny never surpassed in the dark and lamentable catalogue of human crime. That is our policy.

You ask, what is our aim? I can answer in one word. It is victory. Victory at all costs - Victory in spite of all terrors - Victory, however long and hard the road may be, for without victory there is no survival.

[...]

I take up my task in buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. I feel entitled at this juncture, at this time, to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

"I Am an American" Day Address by Learned Hand (1944)

We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land.

What was the object that nerved us, or those who went before us, to this choice? We sought liberty; freedom from oppression, freedom from want, freedom to be ourselves. This we then sought; this we now believe that we are by way of winning.

What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can even do much to help it. While it lies there it needs no constitution, no law, no court to save it.

And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

"What then is the spirit of liberty? I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the mind of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.

The spirit of liberty is the spirit of Him who, near two thousand years ago, taught mankind that lesson it has never learned but never quite forgotten; that there may be a kingdom where the least shall be heard and considered side by side with the greatest.

And now in that spirit, that spirit of an America which has never been, and which may never be; nay, which never will be except as the conscience and courage of Americans create it; yet in the spirit of that America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America I ask you to rise and with me pledge our faith in the glorious destiny of our beloved country.

**"Remarks to the Senate in Support of a Declaration of Conscience" by Margaret Chase Smith
(1950)**

Mr. President:

I would like to speak briefly and simply about a serious national condition. It is a national feeling of fear and frustration that could result in national suicide and the end of everything that we Americans hold dear. It is a condition that comes from the lack of effective leadership in either the Legislative Branch or the Executive Branch of our Government.

That leadership is so lacking that serious and responsible proposals are being made that national advisory commissions be appointed to provide such critically needed leadership.

I speak as briefly as possible because too much harm has already been done with irresponsible words of bitterness and selfish political opportunism. I speak as briefly as possible because the issue is too great to be obscured by eloquence. I speak simply and briefly in the hope that my words will be taken to heart.

I speak as a Republican. I speak as a woman. I speak as a United States Senator. I speak as an American.

The United States Senate has long enjoyed worldwide respect as the greatest deliberative body in the world. But recently that deliberative character has too often been debased to the level of a forum of hate and character assassination sheltered by the shield of congressional immunity.

It is ironic that we Senators can in debate in the Senate directly or indirectly, by any form of words, impute to any American who is not a Senator any conduct or motive unworthy or unbecoming an American—and without that non-Senator American having any legal redress against us—yet if we say the same thing in the Senate about our colleagues we can be stopped on the grounds of being out of order.

It is strange that we can verbally attack anyone else without restraint and with full protection and yet we hold ourselves above the same type of criticism here on the Senate Floor. Surely the United States Senate is big enough to take self-criticism and self-appraisal. Surely we should be able to take the same kind of character attacks that we "dish out" to outsiders.

I think that it is high time for the United States Senate and its members to do some soul-searching—for us to weigh our consciences—on the manner in which we are performing our duty to the people of America—on the manner in which we are using or abusing our individual powers and privileges.

I think that it is high time that we remembered that we have sworn to uphold and defend the Constitution. I think that it is high time that we remembered that the Constitution, as amended, speaks not only of the freedom of speech but also of trial by jury instead of trial by accusation.

Whether it be a criminal prosecution in court or a character prosecution in the Senate, there is little practical distinction when the life of a person has been ruined.

Those of us who shout the loudest about Americanism in making character assassinations are all too frequently those who, by our own words and acts, ignore some of the basic principles of Americanism:

The right to criticize;
The right to hold unpopular beliefs;
The right to protest;
The right of independent thought.

The exercise of these rights should not cost one single American citizen his reputation or his right to a livelihood nor should he be in danger of losing his reputation or livelihood merely because he happens to know someone who holds unpopular beliefs. Who of us doesn't? Otherwise none of us could call our souls our own. Otherwise thought control would have set in.

The American people are sick and tired of being afraid to speak their minds lest they be politically smeared as "Communists" or "Fascists" by their opponents. Freedom of speech is not what it used to be in America. It has been so abused by some that it is not exercised by others.

The American people are sick and tired of seeing innocent people smeared and guilty people whitewashed. But there have been enough proved cases, such as the Amerasia case, the Hiss case, the Coplton case, the Gold case, to cause the nationwide distrust and strong suspicion that there may be something to the unproved, sensational accusations.

As a Republican, I say to my colleagues on this side of the aisle that the Republican Party faces a challenge today that is not unlike the challenge that it faced back in Lincoln's day. The Republican Party so successfully met that challenge that it emerged from the Civil War as the champion of a united nation—in addition to being a Party that unrelentingly fought loose spending and loose programs.

Today our country is being psychologically divided by the confusion and the suspicions that are bred in the United States Senate to spread like cancerous tentacles of "know nothing, suspect everything" attitudes. Today we have a Democratic Administration that has developed a mania for loose spending and loose programs. History is repeating itself—and the Republican Party again has the opportunity to emerge as the champion of unity and prudence.

The record of the present Democratic Administration has provided us with sufficient campaign issues without the necessity of resorting to political smears. America is rapidly losing its position as leader of the world simply because the Democratic Administration has pitifully failed to provide effective leadership.

The Democratic Administration has completely confused the American people by its daily contradictory grave warnings and optimistic assurances—that show the people that our Democratic Administration has no idea of where it is going.

The Democratic Administration has greatly lost the confidence of the American people by its complacency to the threat of communism here at home and the leak of vital secrets to Russia through key officials of the Democratic Administration. There are enough proved cases to make this point without diluting our criticism with unproved charges.

Surely these are sufficient reasons to make it clear to the American people that it is time for a change and that a Republican victory is necessary to the security of this country. Surely it is clear that this nation will continue to suffer as long as it is governed by the present ineffective Democratic Administration.

Yet to displace it with a Republican regime embracing a philosophy that lacks political integrity or intellectual honesty would prove equally disastrous to this nation. The nation sorely needs a Republican victory. But I don't want to see the Republican Party ride to political victory on the Four Horsemen of Calumny—Fear, Ignorance, Bigotry, and Smear.

I doubt if the Republican Party could—simply because I don't believe the American people will uphold any political party that puts political exploitation above national interest. Surely we Republicans aren't that desperate for victory.

I don't want to see the Republican Party win that way. While it might be a fleeting victory for the Republican Party, it would be a more lasting defeat for the American people. Surely it would ultimately be suicide for the Republican Party and the two-party system that has protected our American liberties from the dictatorship of a one party system.

As members of the Minority Party, we do not have the primary authority to formulate the policy of our Government. But we do have the responsibility of rendering constructive criticism, of clarifying issues, of allaying fears by acting as responsible citizens.

As a woman, I wonder how the mothers, wives, sisters, and daughters feel about the way in which members of their families have been politically mangled in the Senate debate—and I use the word "debate" advisedly.

As a United States Senator, I am not proud of the way in which the Senate has been made a publicity platform for irresponsible sensationalism. I am not proud of the reckless abandon in which unproved charges have been hurled from the side of the aisle. I am not proud of the obviously staged, undignified countercharges that have been attempted in retaliation from the other side of the aisle.

I don't like the way the Senate has been made a rendezvous for vilification, for selfish political gain at the sacrifice of individual reputations and national unity. I am not proud of the way we smear outsiders from the Floor of the Senate and hide behind the cloak of congressional immunity and still place ourselves beyond criticism on the Floor of the Senate.

As an American, I am shocked at the way Republicans and Democrats alike are playing directly into the Communist design of "confuse, divide, and conquer." As an American, I don't want a Democratic Administration "whitewash" or "cover-up" any more than I want a Republican smear or witch hunt.

As an American, I condemn a Republican "Fascist" just as much I condemn a Democratic "Communist." I condemn a Democrat "Fascist" just as much as I condemn a Republican "Communist." They are equally dangerous to you and me and to our country. As an American, I want to see our nation recapture the strength and unity it once had when we fought the enemy instead of ourselves.

It is with these thoughts that I have drafted what I call a "Declaration of Conscience." I am gratified that Senator Tobey, Senator Aiken, Senator Morse, Senator Ives, Senator Thye, and Senator Hendrickson have concurred in that declaration and have authorized me to announce their concurrence.

From *Travels with Charley: In Search of America* by John Steinbeck (1962)

I soon discovered that if a wayfaring stranger wishes to eavesdrop on a local population the places for him to slip in and hold his peace are bars and churches. But some New England towns don't have bars, and church is only on Sunday. A good alternative is the roadside restaurant where men gather for breakfast before going to work or going hunting. To find these places inhabited one must get up very early. And there is a drawback even to this. Early-rising men not only do not talk much to strangers, they barely talk to one another. Breakfast conversation is limited to a series of laconic grunts. The natural New England taciturnity reaches its glorious perfection at breakfast.

[...] An icy mist covered the hills and froze on my windshield. I am not normally a breakfast eater, but here I had to be or I wouldn't see anybody unless I stopped for gas. At the first lighted roadside restaurant I pulled in and took my seat at a counter. The customers were folded over their coffee cups like ferns. A normal conversation is as follows:

WAITRESS: "Same?"

CUSTOMER: "Yep."

WAITRESS: "Cold enough for you?"

CUSTOMER: "Yep."

(Ten minutes.)

WAITRESS: "Refill?"

CUSTOMER: "Yep."

This is a really talkative customer.

"I Have a Dream" by Martin Luther King, Jr. (1963)

I say to you today, my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the State of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today.

I have a dream that one day down in Alabama with its vicious racists, with its Governor having his lips dripping with the words of interposition and nullification—one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain and the crooked places will be made straight, and the glory of the Lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain-side
Let Freedom ring.

And if America is to be a great nation, this must become true. So, let freedom ring from the prodigious hill tops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that, let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring. And when we allow freedom to ring, when we let it ring from every village, from every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! free at last! thank God almighty, we are free at last!"

CONFIDENTIAL

From "Address to the Nation on Civil Rights" by John F. Kennedy (1963)

Good evening, my fellow citizens:

This afternoon, following a series of threats and defiant statements, the presence of Alabama National Guardsmen was required on the University of Alabama to carry out the final and unequivocal order of the United States District Court of the Northern District of Alabama. That order called for the admission of two clearly qualified young Alabama residents who happened to have been born Negro. That they were admitted peacefully on the campus is due in good measure to the conduct of the students of the University of Alabama, who met their responsibilities in a constructive way.

I hope that every American, regardless of where he lives, will stop and examine his conscience about this and other related incidents. This Nation was founded by men of many nations and backgrounds. It was founded on the principle that all men are created equal, and that the rights of every man are diminished when the rights of one man are threatened.

Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. But this is not the case.

The Negro baby born in America today, regardless of the section of the State in which he is born, has about one-half as much chance of completing a high school as a white baby born in the same place on the same day, one-third as much chance of completing college, one-third as much chance of becoming a professional man, twice as much chance of becoming unemployed, about one-seventh as much chance of earning \$10,000 a year, a life expectancy which is 7 years shorter, and the prospects of earning only half as much.

This is not a sectional issue. Difficulties over segregation and discrimination exist in every city, in every State of the Union, producing in many cities a rising tide of discontent that threatens the public safety. Nor is this a partisan issue. In a time of domestic crisis men of good will and generosity should be able to unite regardless of party or politics. This is not even a legal or legislative issue alone. It is better to settle these matters in the courts than on the streets, and new laws are needed at every level, but law alone cannot make men see right. We are confronted primarily with a moral issue. It is as old as the Scriptures and is as clear as the American Constitution.

The heart of the question is whether all Americans are to be afforded equal rights and equal opportunities, whether we are going to treat our fellow Americans as we want to be treated. If an American, because his skin is dark, cannot eat lunch in a restaurant open to the public, if he cannot send his children to the best public school available, if he cannot vote for the public officials who

will represent him, if, in short, he cannot enjoy the full and free life which all of us want, then who among us would be content to have the color of his skin changed and stand in his place? Who among us would then be content with the counsels of patience and delay?

One hundred years of delay have passed since President Lincoln freed the slaves, yet their heirs, their grandsons, are not fully free. They are not yet freed from the bonds of injustice. They are not yet freed from social and economic oppression. And this Nation, for all its hopes and all its boasts, will not be fully free until all its citizens are free.

We preach freedom around the world, and we mean it, and we cherish our freedom here at home, but are we to say to the world, and much more importantly, to each other that this is the land of the free except for the Negroes; that we have no second-class citizens except Negroes; that we have no class or caste system, no ghettos, no master race except with respect to Negroes?

Now the time has come for this Nation to fulfill its promise. The events in Birmingham and elsewhere have so increased the cries for equality that no city or State or legislative body can prudently choose to ignore them. The fires of frustration and discord are burning in every city, North and South, where legal remedies are not at hand. Redress is sought in the streets, in demonstrations, parades, and protests which create tensions and threaten violence and threaten lives.

We face, therefore, a moral crisis as a country and a people. It cannot be met by repressive police action. It cannot be left to increased demonstrations in the streets. It cannot be quieted by token moves or talk. It is a time to act in the Congress, in your State and local legislative body and, above all, in all of our daily lives. It is not enough to pin the blame on others, to say this a problem of one section of the country or another, or deplore the facts that we face. A great change is at hand, and our task, our obligation, is to make that revolution, that change, peaceful and constructive for all. Those who do nothing are inviting shame, as well as violence. Those who act boldly are recognizing right, as well as reality.

[...]

This is one country. It has become one country because all of us and all the people who came here had an equal chance to develop their talents. We cannot say to ten percent of the population that you can't have that right; that your children cannot have the chance to develop whatever talents they have; that the only way that they are going to get their rights is to go in the street and demonstrate. I think we owe them and we owe ourselves a better country than that.

Therefore, I'm asking for your help in making it easier for us to move ahead and to provide the kind of equality of treatment which we would want ourselves; to give a chance for every child to be educated to the limit of his talents.

As I've said before, not every child has an equal talent or an equal ability or equal motivation, but they should have the equal right to develop their talent and their ability and their motivation, to make something of themselves.

We have a right to expect that the Negro community will be responsible, will uphold the law, but they have a right to expect that the law will be fair, that the Constitution will be color blind, as Justice Harlan said at the turn of the century.

This is what we're talking about and this is a matter which concerns this country and what it stands for, and in meeting it I ask the support of all our citizens.

Thank you very much.

CONFIDENTIAL

From *I Know Why the Caged Bird Sings* by Maya Angelou (1969)

She said she was going to give me some books and that I not only must read them, I must read them aloud. She suggested that I try to make a sentence sound in as many different ways as possible.

"I'll accept no excuse if you return a book to me that has been badly handled." My imagination boggled at the punishment I would deserve if in fact I did abuse a book of Mrs. Flowers'. Death would be too kind and brief.

The odors in the house surprised me. Somehow I had never connected Mrs. Flowers with food or eating or any other common experience of common people. There must have been an outhouse, too, but my mind never recorded it.

The sweet scent of vanilla had met us as she opened the door.

"I made tea cookies this morning. You see, I had planned to invite you for cookies and lemonade so we could have this little chat. The lemonade is in the icebox."

It followed that Mrs. Flowers would have ice on an ordinary day, when most families in our town bought ice late on Saturdays only a few times during the summer to be used in the wooden ice-cream freezers.

She took the bags from me and disappeared through the kitchen door. I looked around the room that I had never in my wildest fantasies imagined I would see. Browned photographs leered or threatened from the walls and the white, freshly done curtains pushed against themselves and against the wind. I wanted to gobble up the room entire and take it to Bailey, who would help me analyze and enjoy it.

"Have a seat, Marguerite. Over there by the table." She carried a platter covered with a tea towel. Although she warned that she hadn't tried her hand at baking sweets for some time, I was certain that like everything else about her the cookies would be perfect.

They were flat round wafers, slightly browned on the edges and butter-yellow in the center. With the cold lemonade they were sufficient for childhood's lifelong diet. Remembering my manners, I took nice little lady-like bites off the edges. She said she had made them expressly for me and that she had a few in the kitchen that I could take home to my brother. So I jammed one whole cake in my mouth and the rough crumbs scratched the insides of my jaws, and if I hadn't had to swallow, it would have been a dream come true.

As I ate she began the first of what we later called "my lessons in living." She said that I must always be intolerant of ignorance but understanding of illiteracy. That some people, unable to go to school, were more educated and even more intelligent than college professors. She encouraged me to listen carefully to what country people called mother wit. That in those homely sayings was couched the collective wisdom of generations.

For Reading in Other Disciplines

History/Civics

<i>Preamble and First Amendment of the United States Constitution</i> by United States (1787, 1791)	57
From <i>Whitney v. California</i> 274 U.S. 357 (<i>Brandeis Concurrence</i>) by Louis D. Brandeis (1927)	58
From <i>A Night to Remember</i> by Walter Lord (1955)	59
From <i>The Great Fire</i> by Jim Murphy (1995)	60
From <i>Blue & Gray: African Americans in the Civil War</i> by Jim Haskins (1998)	61
From <i>Words We Live By: Your Annotated Guide to the Constitution</i> by Linda R. Monk (2003)	62
From <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> by Russell Freedman (2006)	63

Science and Technology

"Biography of an Atom" by Jacob Bronowski and Millicent Selsam (1965)	64
From "Gravity in reverse: the tale of Albert Einstein's 'greatest blunder'" by Neil deGrasse Tyson (2003)	65
From "The Evolution of the Grocery Bag" by Henry Petroski (2003)	66
From <i>Genetics: From DNA to Designer Dogs</i> by Kathleen Simpson and Sarah Tishkoff (2008)	67

Mathematics

From "Dial versus Digital" from <i>The Dangers of Intelligence and Other Science Essays</i> by Isaac Asimov (1985)	68
From <i>The Number Devil: A Mathematical Adventure</i> by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)	69
From <i>Math Trek: Adventures in the Math Zone</i> by Ivars Peterson and Nancy Henderson (2000)	70
From <i>Coincidences, Chaos and All That Math Jazz</i> by Edward B. Burger and Michael Starbird (2005)	71

The Arts

From <i>Cathedral: The Story of Its Construction</i> by David Macaulay (1973)	72
From <i>A Short Walk through the Pyramids and through the World of Art</i> by Phillip Isaacson (1993)	73
From <i>Vincent Van Gogh: Portrait of an Artist</i> by Jan Greenberg and Sandra Jordan (2001)	74
From <i>This Land Was Made for You and Me: The Life and Songs of Woody Guthrie</i> by Elizabeth Partridge (2002)	75

History/Civics

Preamble and First Amendment of the United States Constitution by United States (1787, 1791)

Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

CONFIDENTIAL

From *Whitney v. California* 274 U.S. 357 (Brandeis Concurrence) by Louis D. Brandeis (1927)

Fear of serious injury cannot alone justify suppression of free speech and assembly. Men feared witches and burnt women. It is the function of speech to free men from the bondage of irrational fears. To justify suppression of free speech, there must be reasonable ground to fear that serious evil will result if free speech is practiced. There must be reasonable ground to believe that the danger apprehended is imminent. There must be reasonable ground to believe that the evil to be prevented is a serious one. Every denunciation of existing law tends in some measure to increase the probability that there will be violation of it. Condonation of a breach enhances the probability. Expressions of approval add to the probability. Propagation of the criminal state of mind by teaching syndicalism increases it. Advocacy of law-breaking heightens it still further. But even advocacy of violation, however reprehensible morally, is not a justification for denying free speech where the advocacy falls short of incitement and there is nothing to indicate that the advocacy would be immediately acted on. The wide difference between advocacy and incitement, between preparation and attempt, between assembling and conspiracy, must be borne in mind. In order to support a finding of clear and present danger, it must be shown either that immediate serious violence was to be expected or was advocated, or that the past conduct furnished reason to believe that such advocacy was then contemplated.

Those who won our independence by revolution were not cowards. They did not fear political change. They did not exalt order at the cost of liberty. To courageous, self-reliant men, with confidence in the power of free and fearless reasoning applied through the processes of popular government, no danger flowing from speech can be deemed clear and present unless the incidence of the evil apprehended is so imminent that it may befall before there is opportunity for full discussion. If there be time to expose through discussion the falsehood and fallacies, to avert the evil by the processes of education, the remedy to be applied is more speech, not enforced silence. Only an emergency can justify repression. Such must be the rule if authority is to be reconciled with freedom. (Such, in my opinion, is the command of the Constitution. It is therefore always open to Americans to challenge a law abridging free speech and assembly by showing that there was no emergency justifying it.

From *A Night to Remember* by Walter Lord (1955)

High in the crow's nest of the New White Star Liner Titanic, Lookout Frederick Fleet peered into a dazzling night. It was calm, clear and bitterly cold. There was no moon, but the cloudless sky blazed with stars. The Atlantic was like polished plate glass; people later said they had never seen it so smooth.

This was the fifth night of the Titanic's maiden voyage to New York, and it was already clear that she was not only the largest but also the most glamorous ship in the world. Even the passengers' dogs were glamorous. John Jacob Astor had along his Airedale Kitty. Henry Sleeper Harper, of the publishing family, had his prize Pekingese Sun Yat-sen. Robert W. Daniel, the Philadelphia banker, was bringing back a champion French bulldog just purchased in Britain. Clarence Moore of Washington had also been dog shopping, but the 50 pairs of English foxhounds he bought for the Loudoun Hunt weren't making the trip.

This was all another world to Frederick Fleet. He was one of six lookouts carried by the Titanic, and the lookouts didn't worry about passenger problems. They were the "eyes of the ship," and on this particular night Fleet had been warned to watch especially for icebergs.

So far, so good. On duty at 10 o'clock ...a few words about the ice problem with Lookout Reginald Lee, who shared the same watch...a few more words about the cold...but mostly just silence, as the two men stared into the darkness.

Now the watch was almost over, and still there was nothing unusual. Just the night, the stars, the biting cold, the wind that whistled through the rigging as the Titanic raced across the calm, black sea at 22 ½ knots. It was almost 11:40 p.m. on Sunday, the 14th of April, 1912.

Suddenly Fleet saw something directly ahead, even darker than the darkness.

From *The Great Fire* by Jim Murphy (1995)

Chicago in 1871 was a city ready to burn. The city boasted having 59,500 buildings, many of them — such as the Courthouse and the Tribune Building — large and ornately decorated. The trouble was that about two-thirds of all these structures were made entirely of wood. Many of the remaining buildings (even the ones proclaimed to be "fireproof") looked solid, but were actually jerrybuilt affairs; the stone or brick exteriors hid wooden frames and floors, all topped with highly flammable tar or shingle roofs. It was also a common practice to disguise wood as another kind of building material. The fancy exterior decorations on just about every building were carved from wood, then painted to look like stone or marble. Most churches had steeples that appeared to be solid from the street, but a closer inspection would reveal a wooden framework covered with cleverly painted copper or tin.

The situation was worst in the middle-class and poorer districts. Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses — all made of fast-burning wood, naturally. Because both Patrick and Catherine O'Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet. Interspersed in these residential areas were a variety of businesses — paint factories, lumberyards, distilleries, gasworks, mills, furniture manufacturers, warehouses, and coal distributors.

Wealthier districts were by no means free of fire hazards. Stately stone and brick homes had wood interiors, and stood side by side with smaller wood-frame houses. Wooden stables and other storage buildings were common, and trees lined the streets and filled the yards.

The links between richer and poorer sections went beyond the materials used for construction or the way buildings were crammed together. Chicago had been built largely on soggy marshland that flooded every time it rained. As the years passed and the town developed, a quick solution to the water and mud problem was needed. The answer was to make the roads and sidewalks out of wood and elevate them above the waterline, in some places by several feet. On the day the fire started, over 55 miles of pine-block streets and 600 miles of wooden sidewalks bound the 23,000 acres of the city in a highly combustible knot.

From *Blue & Gray: African Americans in the Civil War* by Jim Haskins (1998)

Introduction: A "White Man's War?"

In 1775 the first shots were fired in the war between the thirteen American colonies and Great Britain that ended in a victory for the colonists and the founding of a new nation, the United States of America. Only eighty-five years later, in 1861, the first shots were fired in a different war—a war between the states that became known as the Civil War. It was a war fought between the Confederate States of America—and the states that remained in the Union, each side representing a distinct economy, labor system, and philosophy of government. The southern states that formed the Confederacy had agricultural economies that depended on a slave workforce and believed that any rights not granted to the federal government by the United States Constitution belonged to the states. The northern states were undergoing rapid industrialization, which depended on wage labor, and while northerners disagreed among themselves about slavery, most believed it represented a direct challenge to their own rights and freedoms. Most also believed that a strong federal government, with the ability to legislate behavior in areas not specifically set forth in the Constitution, was key to the growth and strength of the American republic. It was inevitable that these two very distinct societies would clash. For the Confederates, nicknamed Rebels, the Civil War was a new war of independence. For the Unionists, nicknamed Yankees, it was a war to preserve the Union that had been so dearly won in the American Revolution.

In the eyes of the four and an half million African Americans, enslaved and free, it was a war about slavery; and they wanted to be part of the fight. But many northern whites did not want blacks to serve in the northern military. They called it a "white man's war" and said that slavery was not the main point of the conflict. At first, northern generals actually sent escaped slaves back to their southern masters. Eventually, the Union did accept blacks into its army and navy.

A total of 178,895 black men served in 120 infantry regiments, twelve heavy artillery regiments, ten light artillery batteries, and seven cavalry regiments. Black soldiers constituted twelve percent of the North's fighting forces, and they suffered a disproportionate number of casualties.

[...]

**From *Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk (2003)
We the People...**

The first three words of the Constitution are the most important. They clearly state that the people – not the king, not the legislature, not the courts – are the true rulers in American government. This principle is known as **popular sovereignty**.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans – slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens...

The men who gathered in Philadelphia in 1787 could not...have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

From *Freedom Walkers: The Story of the Montgomery Bus Boycott* by Russell Freedman (2006)

Introduction: Why They Walked

Not so long ago in Montgomery, Alabama, the color of your skin determined where you could sit on a public bus. If you happened to be an African American, you had to sit in the back of the bus, even if there were empty seats up front.

Back then, racial segregation was the rule throughout the American South. Strict laws—called “Jim Crow” laws—enforced a system of white supremacy that discriminated against blacks and kept them in their place as second-class citizens.

People were separated by race from the moment they were born in segregated hospitals until the day they were buried in segregated cemeteries. Blacks and whites did not attend the same schools, worship in the same churches, eat in the same restaurants, sleep in the same hotels, drink from the same water fountains, or sit together in the same movie theaters.

In Montgomery, it was against the law for a white person and a Negro to play checkers on public property or ride together in a taxi.

Most southern blacks were denied their right to vote. The biggest obstacle was the poll tax, a special tax that was required of all voters but was too costly for many blacks and for poor whites as well. Voters also had to pass a literacy test to prove that they could read, write, and understand the U.S. Constitution. These tests were often rigged to disqualify even highly educated blacks. Those who overcame the obstacles and insisted on registering as voters faced threats, harassment. And even physical violence. As a result, African Americans in the South could not express their grievances in the voting booth, which for the most part, was closed to them. But there were other ways to protest, and one day a half century ago, the black citizens in Montgomery rose up in protest and united to demand their rights—by walking peacefully.

It all started on a bus.

Science and Technology

"Biography of an Atom" by Jacob Bronowski and Millicent Selsam (1965)

The birth began in a young star. A young star is a mass of hydrogen nuclei. Because the star is hot (about thirteen million degrees at the center), the nuclei cannot hold on to their electrons. The electrons wander around. The nuclei of hydrogen—that is, the protons—are moving about very fast too. From time to time one proton runs headlong into another. When this happens, one of the protons loses its electric charge and changes into a neutron. The pair then cling together as a single nucleus of heavy hydrogen. This nucleus will in time capture another proton. Now there is a nucleus with two protons and one neutron, called light helium. When two of these nuclei smash into each other, two protons are expelled in the process. This creates a nucleus of helium with two protons and two neutrons.

This is the fundamental process of *fusion* by which the primitive hydrogen of the universe is built up into a new basic material, helium. In this process, energy is given off in the form of heat and light that make the stars shine. It is the first stage in the birth of the heavier atoms.

After billions of years, the star, now no longer young, has a central core of almost pure helium. The helium nuclei begin to run into one another headlong. Every so often two helium nuclei crash together to form a nucleus of four protons four neutrons. This is called a beryllium-8 nucleus. It is not the stable beryllium that we know on earth, which has another neutron is called beryllium-9. Beryllium-8 is an unstable isotope that has a fantastically short life flies apart almost as soon as it is formed—less than a millionth of a millionth of a second. Only if another helium nucleus crashes into the table beryllium nucleus in the brief moment its life do the parts remain together and form a new stable nucleus of six protons and six neutrons.

This is the moment when a carbon nucleus truly born. The atom of carbon whose story are telling was born by this extraordinary chance billions of years ago.

From "Gravity in reverse: the tale of Albert Einstein's 'greatest blunder'" by Neil deGrasse Tyson (2003)

Sung to the tune of "The Times They Are A-Changin'":

Come gather 'round, math phobes,
Wherever you roam
And admit that the cosmos
Around you has grown
And accept it that soon
You won't know what's worth knowin'
Until Einstein to you
Becomes clearer.
So you'd better start listenin'
Or you'll drift cold and lone
For the cosmos is weird, gettin' weirder.
--The Editors (with apologies to Bob Dylan)

Cosmology has always been weird. Worlds resting on the backs of turtles, matter and energy coming into existence out of much less than thin air. And now, just when you'd gotten familiar, if not really comfortable, with the idea of a big bang, along comes something new to worry about. A mysterious and universal pressure pervades all of space and acts against the cosmic gravity that has tried to drag the universe back together ever since the big bang. On top of that, "negative gravity" has forced the expansion of the universe to accelerate exponentially, and cosmic gravity is losing the tug-of-war.

For these and similarly mind-warping ideas in twentieth-century physics, just blame Albert Einstein.

Einstein hardly ever set foot in the laboratory; he didn't test phenomena or use elaborate equipment. He was a theorist who perfected the "thought experiment," in which you engage nature through your imagination, inventing a situation or a model and then working out the consequences of some physical principle.

If--as was the case for Einstein--a physicist's model is intended to represent the entire universe, then manipulating the model should be tantamount to manipulating the universe itself. Observers and experimentalists can then go out and look for the phenomena predicted by that model. If the model is flawed, or if the theorists make a mistake in their calculations, the observers will detect a mismatch between the model's predictions and the way things happen in the real universe. That's the first cue to try again, either by adjusting the old model or by creating a new one.

One of the most powerful and far-reaching theoretical models ever devised is Einstein's theory of general relativity, published in 1916 as "The Foundation of the General Theory of Relativity" and refined in 1917 in "Cosmological Considerations in the General Theory of Relativity." Together, the papers outline the relevant mathematical details of how everything in the universe moves under the influence of gravity. Every few years, laboratory scientists devise ever more precise experiments to test the theory, only to extend the envelope of its accuracy.

From "The Evolution of the Grocery Bag" by Henry Petroski (2003)

That much-reviled bottleneck known as the American supermarket checkout lane would be an even greater exercise in frustration were it not for several technological advances. The Universal Product Code and the decoding laser scanner, introduced in 1974, tally a shopper's groceries far more quickly and accurately than the old method of inputting each purchase manually into a cash register. But beeping a large order past the scanner would have led only to a faster pileup of cans and boxes down the line, where the bagger works, had it not been for the introduction, more than a century earlier, of an even greater technological masterpiece: the square-bottomed paper bag.

The geometry of paper bags continues to hold a magical appeal for those of us who are fascinated by how ordinary things are designed and made. Originally, grocery bags were created on demand by storekeepers, who cut, folded, and pasted sheets of paper, making versatile containers into which purchases could be loaded for carrying home. The first paper bags manufactured commercially are said to have been made in Bristol, England, in the 1840s. In 1852, a "Machine for Making Bags of Paper" was patented in America by Francis Wolle, of Bethlehem, Pennsylvania. According to Wolle's own description of the machine's operation, "pieces of paper of suitable length are given out from a roll of the required width, cut off from the roll and otherwise suitably cut to the required shape, folded, their edges pasted and lapped, and formed into complete and perfect bags." The "perfect bags" produced at the rate of eighteen hundred per hour by Wolle's machine were, of course, not perfect, nor was his machine. The history of design has yet to see the development of a perfect object, though it has seen many satisfactory ones and many substantially improved ones. The concept of comparative improvement is embedded in the paradigm for invention, the better mousetrap. No one is ever likely to lay claim to a "best" mousetrap, for that would preclude the inventor himself from coming up with a still better mousetrap without suffering the embarrassment of having previously declared the search complete. As with the mousetrap, so with the bag.

From *Genetics: From DNA to Designer Dogs* by Kathleen Simpson and Sarah Tishkoff (2008)

"Hatshepsut was a queen of Egypt in the 15th century B.C. When her husband, the pharaoh, died, Hatshepsut's stepson, Thutmose III, became king. Thutmose III was only a boy at the time, so his stepmother acted as regent—a sort of substitute king. The plan was that when Thutmose II grew up, he would take charge, but Hatshepsut had other ideas. Declaring herself pharaoh, she ruled Egypt with an iron hand for the next 22 years. In order to make herself seem more powerful in a country dominated by men, Hatshepsut behaved like a man. She wore men's clothing, called herself my male titles, and even wore the false beard that male pharaohs wore...

...In 1903, an English archaeologist named Howard Carter opened a tomb in Egypt that held two mummies; one of them was large and posed like a member of the royal family. Because he was searching for a male pharaoh, Carter resealed the tomb with the mummies still inside. A few years later, the tomb was opened again and the smaller mummy was removed, but the larger mummy was left behind. Overtime people wondered who she might be: Was it possible that the woman left in the tomb was the missing pharaoh, Hatshepsut? In 1990, experts reopened the tomb to study the mummy, who wore a wooden mask of the type that might attach to a false beard...A special box holding the organs was placed in the tomb with the mummy. High-tech scanning equipment showed the box containing Hatshepsut's organs also held a tooth. Experts announced that this mummy was the lost pharaoh Hatshepsut and the set out to prove it with DNA."

From *The Number Devil: A Mathematical Adventure* by Hans Magnus Enzensberger & Rotraut Susanne Berner (1998)

... "I see," said the number devil with a wry smile. "I have nothing against your Mr. Bockel, but that kind of problem has nothing whatever to do with what I'm interested in. Do you want to know something? Most genuine mathematicians are bad at sums. Besides, they have no time to waste on them. That's what pocket calculators are for. I assume you have one.

"Sure, but we're not allowed to use them in school."

"I see," said the number devil. "That's all right. There's nothing wrong with a little addition and subtraction. You never know when your battery will die on you. But *mathematics*, my boy, that's something else again!" ...

... "The thing that makes numbers so devilish is precisely that they *are* simple. And you don't need a calculator to prove it. You need one thing and one thing only: one. With one—I am speaking of the numeral of course—you can do almost anything. If you are afraid of large numbers—let's say five million seven hundred and twenty-three thousand eight hundred and twelve—all you have to do is start with

1 + 1
1+1+1
1+1+1+1
1+1+1+1+1

and go on until you come to five million etcetera. You can't tell me that's too complicated for you, can you?

From *Math Trek: Adventures in the Math Zone* by Ivars Peterson and Nancy Henderson (2000)

From the meanderings of a pond's edge to the branching of trees and the intricate forms of snowflakes, shapes in nature are often more complicated than geometrical shapes such as circles, spheres, angles, cones, rectangles, and cubes. ...Benoit Mandelbrot, a mathematics professor at Yale University and an IBM fellow, was the first person to recognize how amazingly common this type of structure is in nature. In 1975, he coined the term **fractal** for shapes that repeat themselves within an object. The word fractal comes from the Latin term for "broken."

In 1904, long before Mandelbrot conceived of fractals, Swedish mathematician Helge von Koch created an intriguing but puzzling curve. It zigzags in such an odd pattern that it seems impossible to start at one point and follow the curve to reach another point.

Like many figures now known to be fractals, Koch's curve is easy to generate by starting with a simple figure and turning it into an increasingly crinkly form.

...

What to Do

1. Draw an equilateral triangle with each side measuring 9 centimeters. (Remember, each angle of an equilateral triangle measures 60° .)
2. Divide each 9-centimeter side into three parts, each measuring three centimeters. At the middle of each side, add an equilateral triangle one third the size of the original, facing outward. Because each side of the original triangle is 9 centimeters, the new triangles will have 3-centimeter sides.

When you examine the outer edge of your diagram you should see a six-pointed star made up of 12 line segments.

3. At the middle of each segment of the star, add a triangle one ninth the side of the original triangle. The new triangles will have sides 1 centimeter in length so divide each 3-centimeter segment into thirds, and use the middle third to form a new triangle.
4. Going one step farther, you create a shape that begins to resemble a snowflake.

If you were to continue the process by endlessly adding smaller and smaller triangles to every new side, you would produce the Koch snowflake curve. Between any two points, the snowflake would have an infinite number of zigzags.

That Math Jazz by Edward B. Burger and Michael Starbird

“Lady Luck, and Lady Love”

...ing with slack reins, is bridled and governed by law.—Boethius

...om spinning disco balls while sequined servers jiggle through
...ash-loosening cocktails. All this glitter sets the tone at the Big
...on center stage, the giant wheel of fortune clicks in its
...s to land in one of the 360 numbered slots—one for every
..., then 45 guests take one spin each in a turn. If two spins
...ne slot, the casino wins. If not, you win. Sounds like good
...make a match. You bet the farm.

...act the incredible coincidence of a match will occur more than
...ces happen surprisingly often.

work their magic on us. Their forms, so simple and reasonable, mark the ordinary moments in our lives.

gain their power.

they have become restless and change into silver-white clouds on the horizon and we feel that they have become the kings for to change. As they do, our feelings about them also change. In that light helps to shape our feelings about art. As the sun moves

laws. Because any law would mar its beauty, the

thing of the pyramids is part of their beauty. Complicated

that simple things must be made with care. The fine

th they were bound to have the form, color, and texture that

a warm, quiet material, is a cordial companion for a simple,

tain spirit, and we can call that spirit harmony. The pyramids

when we look at the pyramids?

it is fitted into place create three unforgettable works of art.

whatever the light their broad proportions, the beauty of the

is overlaid, not solid enough to be attached to the sand. In the

ave been made by human beings, too perfect to have been

staying. When you walk among them, you walk in a place made

is built. No other buildings are so well known, yet the first sight

pyramids and through the World of Art by Phillip Lisserson

Portrait of an Artist by Jan Greenberg and Sandra Jordan (2001)
53-75"

What is not enough what is?

Soberly dressed Reverend Theodorus van Gogh entered the church in the Brabant, a province of the Netherlands. He opened the door, where exactly one year earlier he had sadly written "Vincent is dead," the inscription he wrote again "Vincent Willem van Gogh," the man was sleeping soundly next to his mother in the tiny parsonage. It was an answered prayer for the still-grieving family.

He stood by the door of the church where Pastor van Gogh had been buried. He knew to be a study redheaded boy. Every Sunday on his way to church he saw the headstone carved with the name he shared. Did he feel as if he was Vincent, the one who would remain perfect in his parents' eyes? Was he a satisfactory replacement? That might have been one of the reasons he felt like a lonely outsider, as if he didn't fit anywhere in the church.

Vincent had an ordinary childhood, giving no hint of the painter he would become. He lived in a small house with an upstairs just two windows wide under a slanting roof. He was six when he had two sisters, Anna and Elizabeth, and one brother. They made him their mother's favorite. [...]

His mother, herself one of either, came from an artistic background. She was part of the royal family. A gifted amateur artist who filled notebooks with drawings. She thought Vincent had a pleasant talent that might be useful to him. It could develop into a great artist. In fact she recalled only that once he drew a cat and she had smashed it when she and his father praised it more than he had. The reason he tore up a drawing of a cat climbing a tree. It wasn't his personality that left the biggest impression on his mother. That was his mother and again as he grew older.

The children spent a lot of time out of doors. The freckled, red-headed Vincent wandered by himself in fields and heaths that surrounded the farm with the seasons of planting and harvest and with the hard labors connected them to the soil. The strong feeling he had for the land in Brabant and the lives of its peasants would be one of the major influences on his art.

He collected bugs and birds' nests. He teased his sisters. He built forts. Sometimes he invented games for all of them to play. After his mother and sisters thanked Vincent by staging a ceremony, and, with mock solemnity, they took a bush from their father's garden.

You and Me: The Life and Songs of Woody Guthrie by Elizabeth

you think that you're not any good. I hate a song that makes you
use. I am out to fight those kind of songs to my very last breath of
d."

himself of wandering off. One minute he'd be there, the next he'd
to anyone, abandoning those he loved best. He'd throw on a few
slung his guitar over his shoulder, and hit the road. He'd stick
onto moving freight trains, and hunker down with other
angles, and Hoovervilles across Depression America.

ate, soaking up some songs: work songs, mountain and cowboy
southern chain gangs. He added them to the dozens he already
as bursting with American folk songs. Playing the guitar and
ones: hard-bitten, rough-edged songs that told it like it was, full
love.

him when he was walking down a road. He always had fifteen
his mind, just waiting to be put together.

not the melody. Usually he'd borrow a tune that was already
As he walked along, he tried to catch a good, easy song that
heard it, remember, and sing again later.

ned way, his voice droning and nasal, the words sharp and
wanted him to follow their tightly written scripts and sing the
on the radio. Whenever they came at him with their hands full
had rather sound like the cab drivers cursing at one another,
the cowhands whooping and like the lone wolf barking, than to
stily lipped, show person."

Woody set off on one of his unannounced road trips. He left his
as and headed for New York City. It was a long, cold trip in the
opped in a diner he heard Irving Berlin's lush, sentimental song,
It was exactly the kind of song Woody couldn't stand,
e not to worry, that God would take care of everything.

worry about. The Great Depression, which had begun in 1929,
ce, hungry people had been tramping the roads and riding the
In Europe another world war was raging, threatening to pull

wirled in Woody's mind, and a few weeks later in a cheap,
wn song about America came together. Using an old Baptist

our country, and the desperate strength of people making do in the bottom of the sheet Woody wrote in his neat script, "All you the song away.

It, and heard about, and read about—gave Woody plenty of wrote down more than three thousand songs, taking stories from newspaper; union meetings and busted-up strikes; and the sights d "that ribbon of highway."

"Land Is Your Land." When his good friend Pete Seeger heard was one of Woody's weaker attempts. Too simple, thought Pete, self. Later he would say, "That shows how wrong you can be." "Land Is Your Land" went from "one guitar picker to another," way across America and out into the world. After Woody's y spreading.

ung all over the United States by just about everybody: immigrants, gospel choirs, and rest-home residents. More than rded his song, Pete Seeger figures it has reached "hundreds of f people." Many Americans consider it our unofficial national

re he had written, "I am out to sing songs that'll prove to you w hard it has run you down and rolled over you. I am out to ke pride in yourself."

Narrative Student Writing Collection

student writing is drawn from a number of states and reflects various curricula
of student writing ability. These particular samples illustrate growth in
and nonfictional. **Future versions of the samples will include additional text**

to disguise the names of the writers. As a result, real names and places have been

to use these pieces as permissions are pending and the samples embargoed until

CONFIDENTIAL

Sunday, dad mum and me had a bike ride. we saw a rabbit jumpt OUt in Front
y!

* * * * *

of end-of year kindergarten writing. It has an initiating event followed by
the writer concludes the piece with a reflection. The writer provides some

the piece by providing a sense of place and time ("I went to _____ parke on

t (going to the park) is followed by two subsequent events (the writer riding
ents and seeing a rabbit).

a reflection that provides a sense of closure ("it was a very fun day!").

some detail ("a rabbit jumpt OUt in Front OF US!").

y included a drawing that illustrated the story (not shown here).

CONFIDENTIAL

I bot at littl coten ball

er I was so excited I woted (wanted) to run all the waye (way) there but I

ster but I didn't know she was going to be so nerves (nervous) So we bot
she skwet (squeaked) so much she suwed (sounded) like a skewing
(night) when my Dad came home he sedi (said) wus (what's) that noese
t (nibblet) I named my hamster nibblet (nibblet) becaus (because) she nibls
us (because) she liks (likes) that She is a difent (different) hamster becaus
there befor (before) that hamster but he did (died) becaus (because) my
hot (that) hamster onley (only) live for tow (two) yers (years) but I did tek

so soft and cuddley (cuddly) she felt like a littl (little) coten (cotton) ball.

* * * * *

the story of getting a new hamster. The piece includes a clear start and end,
f her feelings develops the events she describes.

ce ("I went to biye a hamster") establishes the situation.
appropriately sequenced events. Though she does not always signal the
s with transition words, the piece holds together logically.
il to describe actions and incidents ("I was so excited I woted to run all the
e Skwet so much she suwed like a sweing bed").
ialogue ("And at nite when my Dad came home he sedi wus that Noese"),
describing the hamster as a "coten ball"), and linking words (*And, so, After*).
cluding sentence that provides closure and echoes the title ("After I took her
and cuddley she felt like a littl coten ball").

My Ride on Space Mountain

an awesome trip to Florida. When I was there I went to Dinsey (Disney) world.

mountain ride. My friend asked me if I wanted to go on it, but I said "No",
cary ride. But, when they asked me a second time, this time I said "Yes!"

There was room for only one passenger that scared me a little bit, because usually I
my Dad sat behind me.

happy. The seats were comfortable and we were moving slowly. It started to
little scared. It was dark and I kept thinking that we were going down.

I felt happy. I turned around to see my Dad and I saw part of his shirt glowing. My
Dad said "It's a little bumpy."

I saw the others. I said "Hi." They said "We were on a different ride." Then the
ride was over.

* * * * *

"Space Mountain," the writer describes his hesitation to ride on Space Mountain and the
writer recounts a chronology of events, describes the main character's feelings
and uses transition phrases to guide the reader through the story.

the story in place and time in the opening sentences ("A long time ago I went
to Florida. When I was there I went to Dinsey world").

the experience and explains how he felt at the beginning, middle, and end of
the ride. ("When I got in the seat . . ." "The ride started . . ." "In the middle of the
ride I got off the ride . . ."). His reactions to being on the ride provide the
story's structure.

the main character by describing his feelings, such as his fear about not
going to his parents on the ride.

some details.

dialogue to describe the situation ("My Dad said how are you doing. I said 'It's a

a sense of closure by describing a conversation he had after the ride and with
the parents said it was time to go."

My Sat Trip To the Doctors Office

By: Tonya

I was waiting in the the doctors office waiting for my doctor. I was pretty she had something for me to do. She said, "I'll look but I'm not sure." Crossing had something for me to do because by now I was about to die of boredom. a couple of piece's of paper with a little story on it. I wondered what in the my asked me, "Do you want to hear a story?" I nodded my head yes. And ...

e boy named Alex was riding his bike in the drive – way, practicing his tricks. no hands, no feet, even to hands and no feet. But most of all with his eyes part. It is scary because his dad thought that Alex was having fun and he ile-so he closed the garage door. Right after he pushed the button and went s closed headed for the garage. Just then his bike slid into the garage... .. plopl rage and couldn't breath. He was yelling for help as loud as he could at that ing out of terror screaming. "Where are you and what is the matter!?" By the ere was Alex lying there dead. His father drove him to the hospital but the son is dead."

h Tonya now." "All right" I was so scared that I could barley feel my shot! That ne good night I said a prayer that Alex was happy in heaven and would have a

Office" illustrates Tonya's familiarity with a demanding writing strategy. The thin a story. At one level, Tonya describes a trip to the doctor's office to get a er mother tells her a story to alleviate her boredom. What is interesting about y Tonya uses the emotional impact of the story to carry her through the pain phisticated strategy, and given that Tonya is a third grader, she carries it off

establishing the writer's age (and so establishing the time during which the d the setting ("I was about 8 year's old and I was waiting in the the doctors y doctor").

gether two narratives ("Then my mommy asked me, 'Do you want to hear a head yes. And that's were out story begins . . .") and successfully creates a at night after my mom kissed me good night I said a prayer that Alex was d would have a good life up there").

parallel stories unfold naturally and reflect the writer's careful planning to ylines at the end of the piece.

ly details Tonya's emotions in order to develop the character.

ogue to segue between the two stories. The line "Carol, you may come in rings the reader back into the story that began in the doctor's waiting room.

Getting Shot and Living Through It

ed, mountain-top cold, waiting room. We were preparing for the shots of our
ria and more.

ill covered in the night. It was hard to see the color the murky (murky) dark
ort of faded brown. The room was big, no, huge which gave it all the more
. Who knew what would be lurking in the corner! Rat, monster, anything!
e doors, which were also brown and also faded. One was the way in. Not the
ther was the way to the other evil places. With the evil hallway and the evil
e most evil, The Shot Room.

ed with families. Including my family of five. My five year old self, my three
e year old sister. Then there was my mom and dad. Some of the other children
not knowing what would happen to them. So they would just be playing. I
was playing with fear, playing, knowing what would happen, knowing that the
is coming over closer. It was like knowing you would be put to sleep, sent to
ake a ride in the Electric Chair.

ry were not your best friend. After a long while a nurse said, "Alyssa, Trevor,
our turn. I got half dragged and I half walked. The door creaked open. It was
door slammed shut. There was not way out. Grown-ups guarding every
way out we gave up and went for it.

e shot was even touching him he was already howling. When it did hit him he
deafen you. He was done. It was my turn. (He was still crying so a nurse tried

was death-defyed, I was scared. My mom and dad told me to "just be brave."
I. "just be brave?!" But I had not time to think. It was coming. Just waiting to
trate my skin! I say why Trevor had screamed so loud. I couldn't hear
coming, closer, closer!

and fulfilled it's job. I started with a whimper the, BOOM! full blast cry.

e didn't even notice! Ugh! She was supposed to cry the most! Worse than

as over. We opened the door and the sparking sun blinded our eyes. It was

* * * * *

ribes his experience getting a malaria shot, and he engages readers by
s how his anxiety grows while he waits for the shot.

e piece by setting the scene in the first paragraph ("We were in the darkness
cold, waiting room. We were preparing for the shots of our lives").

series of events that are ordered purposefully ("Trevor went first," "It was
aryn had her turn . . .").

the narrative to create suspense by describing his dread waiting for his turn ("It's waiting to pounce, just waiting to penetrate my skin!").

the character of the first-person narrator by including information about his

focuses on key moments, such as his fear in the waiting room, but omits irrelevant

the waiting room create an image of the scene ("The room was big, no, huge, no more reason to be terror bringing.").

focuses the action ("After a long while a nurse said, 'Alyssa, Trevor, and Taryn, just be brave?!'").

the interior monologue helps readers understand the narrator's fear ("Just be brave?!").

focuses sentence structure.

uses temporal words, phrases, and clauses (*before, After a long while, first, When it*

gives a sense of closure with a concluding remark ("It was over. All-over. Finally").

CONFIDENTIAL

Miss Sadie

her rocking chair on her porch on summer days. But I still can see her. The old sway of her big, brown body. Her summer dresses stained from cooking. I catch. I see her gray hair pulled back in that awful, yellow banana clip. Most of her character and wisdom.

on cookies every summer day of 1988. I miss the days where I would sit on that porch and listen to her stories. "Melissa!" she would holler. "What 'chu doin' here? Come see me, ya?"

grandmother who escaped slavery, back when white men could only do anything, she ran for miles without food or water. It wasn't too long before her master took her home to whip her. I thought of how Blacks are treated today. I sighed. The loud, blaring voice, old negro hymns passed down from her mother and grand mother in amazement.

talking by us yelling, "Melissa! Whattaya want with that old, fat, Black lady, any more?"

Mr. Johnson said to me, "Now, you musn't, we must feel sorry for that terrible man. He's done gone and not thought him no manners!" She actually wanted me to punch him. (Even though I went to his house and punched him out the next day.)

for spending the whole summer with Sadie Johnson, "The cookoo of the neighborhood." But I'm so very glad I did. She taught me then, to not care what other people thought. That I could be friends with someone generations apart from my own.

went back when school started. I had other things to think about. Boys, clothes, and other important stuff.

haven't seen Miss Sadie in a while. So after school I trotted up to her house to see if she had any cookies left.

knocked open and the women adjusted her glasses. "May I help you?"

"I can't remember," she said and shut the door. I heard crying. I rang the door again and asked, "Can I help you?" in a scared, confused voice.

My mother told me to stop bothering Miss Sadie. I said I wasn't bothering her. She said, "Miss Sadie has a disease. Alzheimer's disease. It makes her forget things . . . people, places, things. I don't want you over there anymore, you hear?" Then, I didn't realize or understand how special to you could forget your own existence when you'd shared a part of it in your mind.

Miss Johnson cookies. She wasn't there. I learned from a family member that she'd die very soon. As the woman, a daughter maybe, spoke, my

gets these cookies. I said, my voice cracking and tears welling in my eyes.

old people. For their innocence, for their knowledge. I've learned to always
no matter how cruel they may seem. But mainly I've learned, that you must
in a person. And memories are very valuable. Because Miss Sadie no longer sits
porch on summer days. I'm glad that I can still see her.

* * * * *

tive writing, while told from the perspective and with the voice of an eighth-
th from Jane Yolen's *Miz Berlin Walks*.

he reader in by introducing the main character (Miss Sadie) and establishing a
Miss Sadie no longer sits in her rocking chair on her porch on summer days. But I

quence of events extending backward from the opening sentence. Events are
ly and chronologically.

s extensive detail to develop the plot and character, excludes extraneous
shows internal motivation to flesh out the characters.

o reveal character and advance the story ("I rang her bell. The door cracked
men adjusted her glasses. 'May I help you?' / 'Miss Sadie, it's me, Melissa.' / 'I-I,'
don't remember,' she said and shut the door. I heard crying. I rang the door
amed, 'Please leave?' in a scared, confused voice").

entence structure for effect.

story back to where it began—the narrator seeing Miss Sadie on her porch—
ircle stories.

**ards for English Language Arts
Grades K-8**

n Core Standards, Working Draft

November 13, 2009

Standards for English Language Arts
Grades K-3
Table of Contents

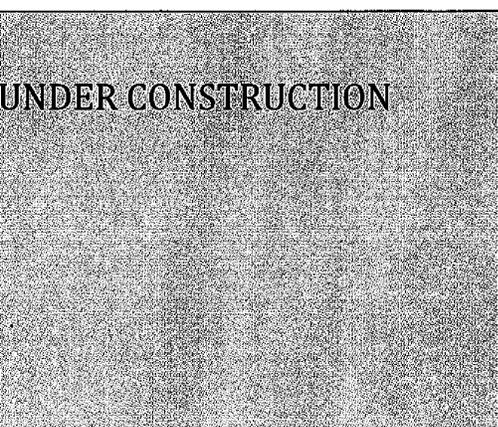
.....	4
.....	5
.....	6
.....	7
.....	8
.....	8
.....	9
.....	10
.....	10
.....	11
.....	12
.....	12
.....	13
.....	14
.....	15
.....	15
.....	15
.....	15
.....	16
.....	17
.....	19
.....	19
.....	20
.....	21
.....	22
.....	22
.....	23
.....	24
.....	25
.....	26
.....	26
.....	27
.....	28
.....	29
.....	30
.....	30
.....	31
.....	32

.....	32
ive/Explanatory	32
ntative	33
Listening	34
Achievements 4-5	34
.....	35
us Communications	36
e: Recitation and Reading Aloud	36
e: Classroom Discourse	37
-5	38
.....	39
ative Texts for 6-8*	40
6-8	41
.....	42
Text Types.....	43
e Fiction.....	43
.....	44
.....	45
Nonfiction	46
.....	47
6-8	47
.....	48
Text Types.....	49
.....	49
ive/Explanatory	49
tative.....	50
Listening	51
Achievements 6-8	51
.....	52
us Communications.....	53
e: Recitation and Reading Aloud	53
e: Classroom Discourse	54
8	55

Grades K-3

Standards for Reading

Quantity of Text Expected at Each Grade Level



Text Types and Illustrative Texts for K-3

Fiction

Fictive Fiction	Poetry and Drama
TEXTS TO COME	SAMPLE TEXTS TO COME

Nonfiction

Science/Math/Technology	The Arts
SAMPLE TEXTS TO COME	SAMPLE TEXTS TO COME

Key Reading Achievements K-3

led by students learning *toread like an explorer*:

Details and moments within the text. Students during this phase are focused on what they read. Just as students pay attention to the specifics of what they sound it out, they begin to also pay attention to a word's meaning as they come to words that appeal to their senses or suggest feelings. When they come to a pause and discuss a particular detail or event as they read and what was said. The habits of observing the text and what it says will form a basis for growth.

Connections as well as the gist of what is said or told. Just as students are learning about the specifics, they are also learning to get an overall, coherent picture of what texts are about, both summarizing key points and making connections. They begin to see the relationships between characters in stories and events, descriptions or explanations. They see how one event leads to another.

Reading with core types of text, including different ways of presenting information. Students at this stage are being introduced to a wide range of texts in which they learn to navigate stories, poems as well as non-fiction, and grasp the structure of narrative stories and non-fiction accounts and information. These years are also when they build their general knowledge by reading extensively in history and science. They should be able to locate places on maps and make connections between different stories. When reading informational texts, students demonstrate that they have learned.

Core Skills K-3

s explicitly.
e text invites or requires and explain how those inferences fill out the
ated.

assertions about what the text means by finding and citing specific
h in conversations with other readers and in writing.
meanings of words and phrases as they are used within the text,
nd figurative meanings.

ers. and events

mary of the text that captures the key points.
ng themes or theses that best express what the key points and details

t in the text, and explain when, where, how, and why it unfolds relative
nation described in the text.

es, and thoughts of characters in fiction and nonfiction based on how
t they say and do, and how they interact.

ses that suggest feelings or appeal to the senses and discuss how they
re, feel, imagine, or understand what the author is trying to convey.
s kinds of texts are shaped differently and present information and

ifferent texts about the same events or topics.

or evidence used to support an explanation or an argument.
r uncertainties within or across sources and use reasoning or additional
hem.

diverse sources

ata, diagrams, maps, and other visual elements and explain how this
l contributes to the text.

s the table of contents, index, headers, page numbers, and key terms, to
find information in search.

nds on new vocabulary or other background information and consult
nce understanding.

ted in a text with relevant prior knowledge and beliefs, making explicit
g.

ncepts gained through reading to build a more coherent understanding
ading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Fiction

Details and moments in stories and poems. All the elements that make wonderful are equally present in great young children's literature. At to pay attention to the story or poem they are reading by asking and about *who is in the tale, what is happening, and where and when it is* mature, students are able to offer specific details and language from the more abstract *why* and *what if* questions (R-3). They are able may have selected certain words and how those words suggest certain

Steps as well as the gist of what is said or told. When students retell the ar stories in sequential order, they are able to focus on a specific relates to other events (R-1, R-7). Understanding characters in stories e grades, where students imagine the feelings of the characters from 3). Students also can think through causes for character' actions and ry results logically from the actions of those characters (R-2, R-7, R-8). nto words the overall message or meaning of a story, indicated in a selection, an explicit statement in the text, or as students mature, characters and from other details (R-6).

ly different range of expression to students that is at once natural and ough play; they have music, and imagery, and they invite layered es and the easy rhythms of songs offer a natural introduction to enjoy the regular beats and rhyme in poetry as they pay attention to ns in letters or word sounds (R-8). Students are able to share thoughts g of a poem as well as specific words that make an impact on them (R-

Story elements. Students learn to expect that stories describe the rough events and challenges, and get a sense of the beginning, middle, 0). Students can discuss stories written by the same author about pare different versions of similar tales from various cultures (R-11).

Core Text Type: Nonfiction

Skills of the information and gaining specific knowledge. As a result of reading, students are beginning to enjoy the richness of ideas expressed in texts and to cite important details from texts (R-1, R-3). Students also are able to analyze texts concerning essential textual elements (e.g., how, why, what-if), and to identify parts of a text to make their points (R-2). Students note when they encounter an unfamiliar word, or need to ask further questions to understand what they

and supporting ideas of a text. Students are able to combine information from different parts of the text, and just as they are able to do when reading, they are able to infer cause and effect relationships between ideas and events (R-7). They are able to summarize the text and describe in their own words how the information relates to what they already knew about the subject (R-5, R-17). They ask themselves questions such as, "Did I know that or not?" "Do I believe what I read?" "Where discrepancies exist between various parts of the text raises new questions about a subject, students know how to use the information to resolve issues or verify information (R-12, R-18). After reading texts on the same topic, they are able to compare and contrast the messages and their overall messages (R-6, R-11).

ways of presenting information and ideas. Early on, students are able to distinguish between writing that is based on real events and writing that is based on fiction (R-10). They use knowledge of the organizational features of texts, such as introductions, contents, index and chapters, to locate key words, facts, or information in response to questions (R-2, R-14, R-15).

Standards for Writing

Key Writing Achievements K-3

Accumulate observations on one topic instead of another. Instead of disparate statements, students in grades K-3 group observations around a place, or a topic. They gather specific details to emphasize what they are observing and focusing their observations, students employ their emerging ability to separate one detail from another.

Write to convey unique observations without the help of a picture. While students often draw pictures to collect or organize observations, students by grade 3 are able to write alone to communicate several observations and ideas directly with a focus on sensory details as a primary way of showing or creating an image in the text. They are able to write in other authentic voices through dialogue although they may not be able to do so properly. They understand that they can use a range of different words to describe an observation and substitute a more precise descriptive word for a vague one.

Recognize and use appropriate text types. Students recognize and act on the differences between writing to tell a story and informing about a topic. They know at a basic level the conventions of writing.

Core Skills K-3

focus and organization

uation.
purposefully chosen observations.
ational structure.
o signal relationships between events or ideas.
entence or section.

ails, examples, and illustrations

ions and descriptive details.
aneous information.

t language

ses to express ideas precisely, with a particular emphasis on nouns.
of the conventions of standard written English, including grammar,
aying particular attention to those conventions that help students add
ervation.

plete simple sentences
mon and proper and singular and plural nouns
alization of proper nouns
marks
se everyday language
he Language Table K-3 for more details.

diverse sources

a text, experience, or lab the information needed to communicate an
planation.

ision and technology

gy as a tool to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types

Core Text Type: Narrative

... in time and/or place.

... narrative about a single event or several events loosely linked, controlling for

... or use letters or phonetically spelled words to tell what happened, and action. (There may be few if any details.)

... in time and/or place that is appropriate for the sequence of events to

... containing two or more appropriately sequenced events using simple clauses to signal chronological ordering.

... or use letters or phonetically spelled words when correct spellings are at happened; provide simple, minimal dialogue, and perhaps a few

... closure and/or a reflective statement.

... within which characters and events are portrayed.

... events and events, managing chronological sequence with temporal clauses.

... and what the narrator thought or felt; include simple, minimal dialogue details.

... react to the events, comment on the event, sum up the events, or tie the

... e a location, introduce characters, or enter immediately into the story order's interest.

... f events that unfolds naturally, using temporal words, phrases, and

... t by providing pacing and avoiding extraneous information.

... often by providing motivation.

... details.

... d other narrative strategies.

... conclusion that is reflective and/or that effectively ties up loose ends.

Text Type: Informative/Explanatory

in a title or first sentence.

uses to illustrate or elaborate on the text.

and information relevant to the topic.

information when prompted.

beginning to establish the topic (beyond using the title of the piece).

organizing system that sorts information into general categories, frequently

formats.

words to create links.

and simple definitions to develop points.

relevant to the topic.

uses and/or graphs to illustrate the topic.

information.

closure.

Introduction.

organizational structure that presents similar information together,

used after chapter book headings or picture books.

words such as *also*, *another*, *and*, and *more*, to link ideas within categories of

headers to signal groupings.

specific facts and definitions to develop points.

uses ideas, insights, or opinions that have been elaborated on or illustrated

with examples, quotations, and information.

information.

used in a sentence or section.

used to establish a knowledgeable stance.

organizational structure that is linked to a controlling idea.

words such as *also*, *another*, *and*, and *more*, to link ideas within categories of

headers to signal groupings.

uses specific details and facts drawn from a combination of observation and data

from other sources, including experience.

uses varied ideas, insights, and opinions using a variety of strategies (e.g.,

description, explanation, generalization).

used to establish a knowledgeable stance and in appropriate information.

used in a sentence or section.

Core Text Type: Argumentative

Directly, or use the title of a book when writing about a text.
Suggest causality (e.g., "I like . . . because . . .").
State opinions (e.g., "My favorite book is . . .") relevant to the topic.
Provide reasons for preferences or opinions (e.g., "It reminded me of when I met

or book directly, or use the title of the book as an introduction.
Suggest causality (e.g., "I like . . . because . . .").
State opinions (e.g., "My favorite book is . . .") relevant to the
support opinions.
When writing about literature (e.g., "He was mean and tried to burn up the
and into a cloud and washed away palaces and house").

or book(s) directly.
Minimize structure for sequencing opinions and reasons.
State and organize opinions and reason(s) (e.g., *because, another, and, also*).
State opinions relevant to the topic, and provide reasons.
Support opinions and interpretations.
When writing about literature.
Provide a concluding statement or recommendation.

or book(s) directly, and attempt to capture the reader's interest.
State opinions relevant to the topic.
Minimize structure for sequencing claims, reasons, and evidence.
Provide words to link and organize claims and reason(s) (e.g., *because, another,*
and details to support reasons and claims.
When writing about literature.
Provide a concluding statement, reflection, and/or recommendation.

Foundations

Phonetic and Print Foundations

per and lower case letters.
single syllable rhyming words.
Identify the vowel sounds and which letters represent consonant sounds.
Identify words in the child's speaking and listening vocabulary.
Identify the spoken syllables of multisyllable words (e.g., spaghetti, macaroni, alligator).

Identify one-phoneme words;
Identify the vowel sound of one-syllable words;
Identify words in a phrase or sentence.

Identify words into a complete sequence of separate phonemes.
Identify words into single-syllable words.
Identify the sounds of the five major vowels and y.
Identify words that contain a vowel sound and spelling, and can use that knowledge to determine the meaning of a printed word.

S

Identify the alphabetic principle that the letters of words, left to right, represent their sounds.
Identify the relationship between the number of syllables in a word and the number of letters in its spelling.

Identify words with 3- and 4-letter, short-vowel words.
Identify words in simple text.
Identify high-frequency words including:
(a);
(you, he, she, they, it, me, us, you, him, her, them; my, your, his, her, their);
(for, from, to, on, in, by, with, at);
Identify words with common verb forms (do, does, did; am, is, are, was, were; have, has, had);
(and, but).

g, especially by spontaneously rereading phrases and larger sections of text to
acy and interpretation.
nd accuracy with instructional-level text by third reading.
nd unpracticed text designed for the first half of second grade with fluency and
ntly read level-appropriate nonfiction and fiction, including chapter books.

lysis knowledge to grasp visually new words encountered in text.
ecode visually unfamiliar words while reading.
fixes, suffixes, and roots to identify and grasp the meaning of visually new

of text to correct or corroborate word identification.
or correct interpretation of semantically ambiguous words (e.g., *Close the door*
d object vs. I don't object).
orrect pronunciation of words with ambiguous (e.g., *Take a bow* vs. *Tie a bow*),
ugh, sign, bread), inconsistent (e.g., *never* vs. *fever*) spellings, or misleading
) spellings.
lls through reading.
g, especially by spontaneously rereading phrases and larger sections of text to
acy and interpretation.
nd unpracticed Grade 3 text with comprehension and with reasonable fluency.

Language Foundations

Standards articulating foundational language skills and understandings to include morphemes, parts of speech, and comparative forms; syntactic basics such as knowledge of sentence structure, clause, and sentence constructions; use of figurative language; and the social pragmatic uses of language.

Under Construction

Writing Foundations

Standards articulating foundational writing skills to include handwriting, punctuation and transcription, punctuation, capitalization, and discourse organization.

Under Construction

Standards for Speaking and Listening

Under Construction

Appendix: Language Table K-3

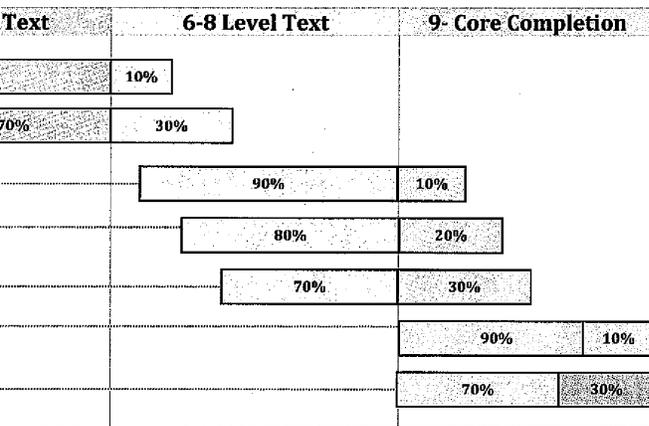
Under Construction

Grades 4-5

Standards for Reading

Complexity of Text Expected at Each Grade Level

Complexity of text necessary for college and career readiness



Provides a graphical overview of the complexity of text that students in each grade the core must be able to handle independently to be on course for college and on the chart applies to those students who complete the core prior to finishing offers a conceptual picture of the progression of text complexity, additional define text complexity in practical terms. Given the increasingly recognized role to read complex texts and being college and career ready, our tools for it improve further if all students are to meet the challenge of being ready for workforce training. To that end, participants in the K-12 ELA backmapping the current readability measures and determine what more needs to be done to acts of that work are trying to assess and enhance the precision of existing tools manageable concept for students, teachers, parents, and curriculum developers.

Illustrative Texts for 4-5

Fiction

Fictive Fiction

TEXTS TO COME

Poetry and Drama

SAMPLE TEXTS TO COME

Nonfiction

Science/Math/Technology

SAMPLE TEXTS TO COME

The Arts

SAMPLE TEXTS TO COME

Key Reading Achievements 4-5

achieved by students learning *to read like a reporter*:

Identify specific details and moments within the text. Students learn to explain how specific details and larger passages contribute to the meaning of the text. Students develop the habit of supporting their understanding of the text with specific evidence from the text. Students also should be able to distinguish information drawn from the text from inferences and assumptions. By focusing on the text, students are able to follow the text and to make additional inferences needed to fully understand what they

Use specific details as well as the gist of what is said or told. Students should use specific details of what is described as a firm foundation for making inferences about characters, ideas, and themes. For example, they can determine character traits and how a character acts in different situations. They can combine information from different places in the text to gain an overall view.

Read with core types of text, including different ways of presenting information. Students at this level should be reading a wide range of texts in fiction and nonfiction and to navigate distinct text types such as stories, poems, and screenplays. When reading informational texts, students demonstrate that they can outline and summarize the text. They interpret graphs, charts and maps to enhance their understanding of the text. Throughout their reading, students should be learning new information and gaining a rich general content knowledge that will serve them in the

Core Skills 4-5

s explicitly.
e text invites or requires and explain how those inferences fill out the
tated.

assertions about what the text means by finding and citing specific
th in conversations with other readers and in writing.
meanings of words and phrases as they are used within the text,
nd figurative meanings.

Characters and events

Summary of the text that captures the key points.
ng themes or theses that best express what the key points and details

at in the text, and explain when, where, how, and why it unfolds relative
ation described in the text.

ies, and thoughts of characters in fiction and nonfiction based on how
t they say and do, and how they interact.

ses that suggest feelings or appeal to the senses and discuss how they
re, feel, imagine, or understand what the author is trying to convey.
s kinds of texts are shaped differently and present information and

ifferent texts about the same events or topics.

or evidence used to support an explanation or an argument.
r uncertainties within or across sources and use reasoning or additional
nem.

Diverse sources

t, maps, and other visual elements and explain how this information
to the text.

s the table of contents, index, headers, page numbers, and key terms to
find information in search.

nds on new vocabulary or other background information and consult
nce understanding.

ted in a text with relevant prior knowledge and beliefs, making explicit
g.

ncepts gained through reading to build a more coherent understanding
ading of additional texts, and to solve problems.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

Events, characters, and setting in particular moments in time. As students learn to analyze text, they learn to focus on specific moments in time as they discuss setting, characters, and events that make up the plot (R-7). Students are able to describe the setting, time, place, and observe how it changes as the story unfolds (R-7). They observe how events are portrayed, as well as how what characters say and do contributes to their understanding of the text (R-2, R-8). Students make basic inferences to understand the situation that is presented. For example, students follow pronoun references such as 'he' or 'she' and understand how they refer back to individuals they have already described (R-1, R-2). Students can use evidence from the text to support their understanding of particular moments in the story (R-3).

Plot, what, when, where and why of stories. Like a reporter, students follow and analyze the plot, what, when, where, and why of the action in the stories they read (R-7, R-8). They use observations of the text to achieve broader understandings. They are able to identify and report faithfully the significant events of the text in chronological order (R-5, R-7). They distinguish the traits of key characters as well as recognize similarities (R-8). They are able to describe the causes that link events to one another, including how they relate to the central challenge (R-7, R-8). As the theme is often linked to lessons learned through their experiences, it is crucial that students observe how characters change over time in the text (R-6, R-8). Students are able to infer a lesson or theme when it is not explicitly stated (R-6).

Structure with the key elements of stories. Students learn to expect that stories describe events through characters through events and challenges that have a beginning, middle, and end (R-7). Stories often have a lesson or moral, whether it is explicitly stated or and merely implied. Students navigate key text features such as the title and chapters, and explain how a chapter or a section advances the story (R-10, R-15). When students read several stories, they are able to describe what they know and what they learn about characters or similar events, they are able to describe what they know and what information they discover in the new story they read (R-10, R-15).

Use evidence from the text to observe how the narrative unfolds. Analyze how characters, themes, setting and the order of events contribute to the meaning of the text within and across texts.

Completion of the College- and Career-Ready Core

Students are able to analyze how events unfold over time. They are able to identify the motives for characters and multiple explanations for events in the text. They understand how different authors construct stories to describe their distinct style and focus.

Core Text Type: Poetry

and noting rhymes and other repetitions that supply rhythm and
able to read poems out loud counting the syllables and recognizing
e to focus their attention on repetitive elements of poetry, such as
ounds and beats that are at the heart of many poems (R-10). As in
out loud simultaneously tests comprehension as well as speaking and
ats should explore similarities to other rhythmic activities, such as
to savor the sounds or patterns of words (R-9, R-17).

subject and development of the poem. Reading poetry often requires
ne description or situation the poem is describing (R-9). Despite
at of poems, students demonstrate their capacity to summarize and
and to articulate the main ideas or themes (R-5, R-6). They are able
at unfold in the poem (R-7). Students identify where and when they
e meaning of the poem and can reason and draw on the rest of the
R-12). Students practice both persistence and patience when they at
d words or phrases or the structure of a line.

with reading poetry by attending to line breaks and other text
rn to recognize poems as a type of text (R-10). They see how line
em and reveal its contents (R-7). Students begin to internalize the
he core of figurative language and articulate how specific words affect
s emotions (R-9). They observe how similar words can have different
y comparing poems and other kinds of writing on similar subjects,
rly how poems often express ideas through powerful images and
R-11).

the specific observations and interpretations the poet makes.
he poem and the action achieved by what happens in the poem.
sons and images poets make.

Completion of the College- and Career-Ready Core

n by exploring the author's choices of words and images.
eaning and interpretations when analyzing poems.
at illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

Skills by acting out specific moments or events in the script or play. Drama makes the words on the page come alive through visualizing the action by listening to the words (R-9). By translating what they see on the page into the actions, students can demonstrate their understanding of the text by acting it out and taking direction from the text (R-10, R-18). Rather than slip into a monotone, students demonstrate their comprehension by changing their voices as different characters are acting in drama and narrative fiction (R-18).

Skills of the situation from the text: who is speaking and what is happening. Answering the core questions of who, what, where, when, and why remain essential, especially as students become familiar with the structure of dramatic texts (R-7, R-10). Understanding the situation in the play requires making inferences from the script and interpreting contextual details (R-2). By reading with emotion and faithfulness to the text, students further their understanding of characters' thoughts and feelings as well as the overall context (R-8). They are able to adjust their dramatic reading of texts to reflect the situation, such as suspense, horror, and surprise (R-9).

Skills with reading a script, which has its own text structure and cues. When students need to navigate a script, which has its own text structure, cues, and format, they become accustomed to how a script presents what characters say and do. This offers an early opportunity for students to link what they learn through visualizing the script (R-14). When watching a video of a production, students are able to follow the action with the play. They note what about the film surprised them based on their understanding of the text and how the director interpreted stage directions and the like (R-17, R-18). They also note how actors or other readers recite a passage or speech to their own reading.

Students use evidence to understand tone, motivation, and theme. They understand the progress of events and interactions between characters. They use the script to visualize the characters and the action in performance.

Completion of College- and Career-Ready Core

Students understand the playwright uses such as soliloquy. They understand the range of issues left open to the actors' and director's interpretation. They understand the perspective of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

Skills of the information and gaining specific knowledge. Students describe what is described or explained and demonstrate their understanding of these particulars (R-1). Students themselves describe what they learn, something new and how this compares to their prior knowledge, and are careful not to assume what is in a text is the same as what they have read about a subject (R-16, R-17). They remain alert to new ideas and details in the text, noting when new words occur or when they need to stop to understand what is in the text (R-16, R-17). Students apply what they learn from literary non-fiction to reading fiction, such as reading about a place or time set with the same setting (R-11, R-17). Students link the knowledge they learn to what they read next (R-18).

and supporting ideas of a text. Students demonstrate their capacity to read and to share what they have learned. As in narrative fiction, they use language in the text to demonstrate they understand and can describe the events and when, why, and how regarding what has happened or what is the author's chronology or point of view (R-1, R-3, R-7). They are able to outline the main explanation or argument, distinguish which points are most important, and summarize (R-5, R-6). Students are able to describe the significant details that the author provides as well as identify the main ideas that best capture what the key points are common (R-6). They are able to follow an argument or explanation by using transitional language and logical connectors (R-12).

with gathering information from maps, graphs, and other sources. Students read and graphs and integrate the information they gain from them with their reading (R-14). They consult graphic features within texts (e.g., titles, captions) as well as upon maps and graphs from other sources and compare them with their reading (R-15). Students also compare and contrast accounts of similar events by different authors and describe how they are similar or different (R-11). They use information from different sources about similar topics and identify where a discrepancy is uncertain or when they need to consult additional sources to resolve the discrepancy (R-1, R-13).

...s and specific concepts to build knowledge.
...outline and evaluate the evidence, reasoning, and the argument.
...rned from diverse sources of information, including media sources.

Completion of the College- and Career-Ready Core

...s style and rhetoric in the presentation of information and argument.
...the sufficiency and relevance of evidence and reasoning.
...that illuminate the distinctiveness of an author's argument and style.

Standards for Writing

Key Writing Achievements 4-5

Observations of a specific text, experience, or lab. Students show a text, experience, or lab by sustaining attention on one moment details that help the reader see exactly what the writer sees. Writing which students may simply indicate randomly what they 4-5 choose details that relate to a particular focus. Students also to develop fully more than one paragraph, adding those details as for each paragraph; the paragraphs in turn contribute to entire piece.

with support while making clear distinctions for the details from the physical world or from text, students carefully to make it concrete for the reader. They quote accurately. students in grades 4–5 will heavily call upon their skills in specifics. They use sentence punctuation to separate ideas; the one author’s or one character’s voice from another; and fully described moment from another.

and perspective explicitly to the reader. Students who have concerns, interests, and knowledge that are sometimes own, and they work to bridge the gap between reader and writer particular, they purposefully lay out their priorities in a simple piece that captures the reader’s attention and turns it to the use transitions between sentences and paragraphs to show relationships of cause and effect.

Core Skills 4-5

focus and organization

... situation, and attempt to capture the reader's interest.
... purposefully chosen observations.
... structure and transitions to focus reader attention in a particular way in
... the piece of writing as a whole.
... the relationship among ideas or events.
... including sentence or section.

details, examples, and illustrations

... support for explanations and opinions.
... related to a particular focus.
... details and clear inconsistencies.

precise language

... clear distinctions for a reader.
... uses to express ideas precisely, with a particular focus on strong verbs.
... reduce sentences for meaning, reader interest, and style.
... of the conventions of standard written English, including grammar,
... paying particular attention to those conventions that help clarify the
... ideas.
... and paragraph indentations
... (fragments, run-ons and rambling sentences, and comma splices)

... and pronouns
... direct speech and for quotations from a text
... *table 4-5 for more details.*

use of diverse sources

... needed to support an opinion, provide an explanation, or address a
...
... rately the data, conclusions, and opinions of others, effectively
... one's own work while avoiding plagiarism.

revision and technology

... ted in a text with relevant prior knowledge an Assess the quality of
... when necessary, strengthen it through revision.
... to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types:

Core Text Type: Narrative

ing the time, identifying the place, introducing the characters and/or the reader by beginning in the middle of the action sequence and backfilling

narratives made up of events that contain an initiating event that or conflict and a sequence of events that leads to a final event or outcome.

al words, phrases, and clauses, including adverbial leads, to control ate events in time, shift from one time frame to another, and show the ents.

and concrete language to develop plot and character.

ails and inconsistencies.

acters, showing their internal motivation.

ate strategies, such as dialogue, tension, or suspense.

a surprise ending, a telling sentence, a reflection, or use a circle story

Text Type: Informative/Explanatory

an authoritative stance, and/or use other ways to develop reader now that dinosaurs had thousands of teeth?").

organize information to support a controlling idea or perspective on the

ational strategies (paragraphs, headings, figures, tables, diagrams, and signal groupings.

d pronouns to avoid repetition and to link ideas.

rete details, quotations, or other information and relevant examples to r opinions.

bulary and a formal, objective style when appropriate.

inappropriate information.

strategies for informational writing, and demonstrate flexibility in their

Core Text Type: Argumentative

that introduces a claim about an issue or topic.

structure for sequencing claims, reasons, and evidence.

clauses to link and organize claims and well-developed evidence.
specific details and evidence to support claims.

in writing about literature.

l style.

atement or section that offers reflections, restatement, or

Standards for Speaking and Listening

Speaking and Listening Achievements 4-5

Use a variety of ways to present information and ideas. At this level students learn to present information and ideas in a wide variety of situations; whole class discussion, small group discussions, and share information and narratives in a manner appropriate to the situation.

Attend to details of what is being said. Students learn how to attend carefully to details of what is being said. They can grasp the main points of conversations and use what they hear to support their own points. Attention is paid to details that support the point of the conversation.

Core Skills 4-5

tion to others

ort them with accurate and sufficient facts and concrete details.
and creative ways to read out loud as well as share one's own stories.
ommand of standard English and understanding which situations
n.

g of ideas under discussion

formation by accurately identifying key points made by a speaker.
omments to test understanding of concepts or follow up on ideas

n graphic representations (e.g., charts, maps, diagrams, illustrations,
nted in conjunction with oral communications

Skills Applied to Various Communications

Communication Type: Recitation and Reading Aloud

Reading readings with appropriate emotion and faithfulness to the text. When students speak and practicing themselves, students learn to play with the pleasure of language and its sounds (S&L2). They can use the tone and convey situations, characters, and emotions (S&L2). By visualizing the images within the poems or dramatic dialogues they are able to begin to understand how writers and speakers use language in various ways; in turn they start to use words and phrases of their own to convey meaning (S&L2). In their recitation, students respond to patterns heard in spoken language, such as alliteration, rhyme, and word play.

Readings varying intonation and phrasing to emphasize key ideas and

Completion of the College- and Career-Ready Core

Use of diction for cues regarding emphasis and rhythm when reciting or

Communication Type: Classroom Discourse

Experiences (real or imagined) in sequence. Storytelling is at the core of many students at this age, and becoming storytellers themselves is the ready progression towards mastering the art of narrative speaking. Students relate who, what, where, when, how and why and other specific facts and details from their own lives and other information (S&L1, S&L2). At the same time they listen to others' presentations and share their thoughts or paraphrase (S&L4).

Listening to stories and responding appropriately. Through listening students extract information or understand stories by paying close attention to multimedia data where aural, written and visual images concur (S&L6). They ask questions to clarify their understanding or share observations to help others understand the ideas that have been presented (S&L5). They are able to sustain attention when listening, and recall specific points and concrete details that

Participating in discussions as a class, joining in discussions productively. Students take part in academic discussions about what they have read, heard, or written. During these discussions they learn in which situations they must use their growing command of language and so accordingly (S&L3). They carefully listen to and can articulate what others say. By incorporating other people's ideas in their students indicate what has been said and can share their ideas in ways that advance and deepen (S&L5).

events and experiences
they have shared ideas and respond appropriately.
They use concepts gained through discussion and other research to develop and advance the academic purpose of a team.

Completion of the College- and Career-Ready Core

Students participate in a wide variety of contexts, including narrating, explaining, and evaluating content within complex material. They are able to hold different interpretations and to evaluate their validity in the light of evidence in group discussions and work.

Appendix: Language Table 4-5

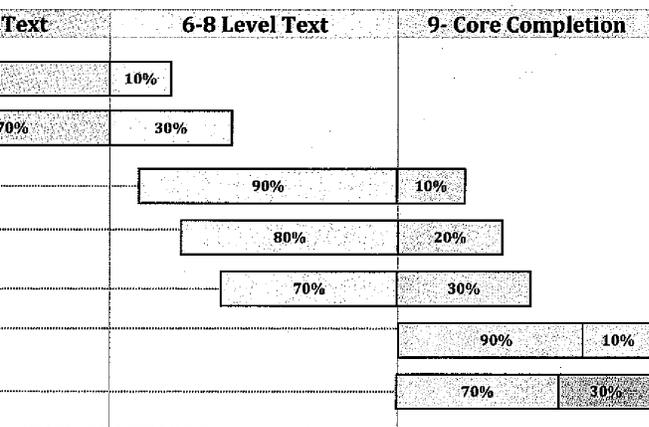
<p>Students in grades 4-5 must master the following: Basic paragraphing Using paragraph indentations Using paragraphs in dialogue</p>
<p>Students in grades 4-5 must master the following: Paragraph, adjective, adverb, conjunction, preposition, interjection</p>
<p>Students in grades 4-5 must master the following: Placing adjectives and adverbs Using independent clauses and coordinating conjunctions Forming possessive nouns and pronouns Forming irregular verbs Forming and using simple tenses Forming comparative and superlative adjectives and adverbs</p> <p>Students in grades 4-5 must further develop the following: Using items in a series</p> <p>Students in grades 4-5 must be introduced to the following: Avoiding fragments, run-ons and rambling sentences, and comma splices Maintaining consistency in verb tense Choosing between adjectives and adverbs Ensuring agreement between subject and verb and between pronoun and antecedent Distinguishing between frequently confused words Using idiomatic language</p>
<p>Students in grades 4-5 must master the following: Capitalizing the first word in quotations as appropriate Capitalizing other important words (e.g., section headings) Using apostrophes for possession Using underlining, quotation marks, or italics for titles Using quotation marks for direct speech</p> <p>Students in grades 4-5 must be introduced to the following: Spelling commonly misspelled words correctly Using a comma after an introductory word, phrase, or clause Using commas in a series of phrases or clauses</p>
<p>Students in grades 4-5 must be introduced to the following: Using specialized, topic-specific language</p>
<p>Students in grades 4-5 must further develop the following: Punctuating for meaning and effect Choosing words for effect</p> <p>Students in grades 4-5 must be introduced to the following: Using figurative language Expanding, combining, and reducing sentences for meaning, reader interest, and style</p>

Grades 6-8

Standards for Reading

Complexity of Text Expected at Each Grade Level

Complexity of text necessary for college and career readiness



Provides a graphical overview of the complexity of text that students in each grade the core must be able to handle independently to be on course for college and on the chart applies to those students who complete the core prior to finishing offers a conceptual picture of the progression of text complexity, additional define text complexity in practical terms. Given the increasingly recognized able to read complex texts and being college and career ready, our tools for it improve further if all students are to meet the challenge of being ready for workforce training. To that end, participants in the K-12 ELA backmapping the current readability measures and determine what more needs to be done to scts of that work are trying to assess and enhance the precision of existing tools manageable concept for students, teachers, parents, and curriculum developers.

Text Types and Illustrative Texts for 6-8*

English Language Arts

Poetry and Drama

“Paul Revere’s Ride”
by Henry Wadsworth Longfellow
(1861)

“I, Too”
by Langston Hughes (1925)

“Oranges”
from *Black Hair* (1985) by Gary
Soto

Literary Nonfiction

“Gettysburg Address”**
by Abraham Lincoln (1863)

*Travels with Charley: In Search of
America*
by John Steinbeck (1962)

“I Have a Dream”**
by Martin Luther King, Jr. (1963)

Reading in Other Disciplines

Science/Math/Technology

“Biography of an Atom”
by Jacob Bronowski and Millicent
Selsam (1965)

“The Evolution of the Grocery Bag”
by Henry Petroski (2003)

*The Number Devil: A Mathematical
Adventure*
by Hans Magnus
Enzensberger & Rotraut Susanne
Berner (1998)

The Arts

*A Short Walk through the Pyramids
and through the World of Art*
by Phillip Isaacson (1993)

*Vincent Van Gogh: Portrait of an
Artist*
by Jan Greenberg and Sandra
Jordan (2001)

*This Land Was Made for You and
Me: The Life and Songs of Woody
Guthrie*
by Elizabeth Partridge (2002)

illustrative of 6-8 reading complexity.

all historical texts that all students are expected to read.

Key Reading Achievements 6-8

achieved by students learning *toread like a detective*:

Use of text evidence and specific details. As texts selected for study become more complex, students must develop habits of persistence and stamina to grasp the particulars of the text and an overarching understanding of the text. To draw on more extensive and more detailed evidence from the text during several different moments in the text to support their claims, they are required to cite textual evidence to back up their claims, they are required to analyze the intricacies of the text to demonstrate comprehension.

Use of complexity of the inferences made based on close observation of concrete observations drawn from the text to make broader inferences about the author's attitude toward his subject, or the implications of an argument. Students are able to draw conclusions from particulars to understand larger concepts about characters and the import of the sequence of actions and events. They know the evidence provided either does or does not support the argument and understand that their generalizations must be based on close observation of the text.

Use of precise comparisons within and across texts. When providing conclusions, students learn to draw on not just isolated sections of the text but relevant and specific details that span the entire text. They focus on tracing how characters develop over the course of a text, noting how their traits change as the text unfolds. Having paid close attention to the text they are able to make comparisons to other texts to articulate what they have learned from what they have read and what patterns they have observed across texts. They are able to identify similarities as well as differences when discussing two or more texts.

Core Skills Applied to Core Text Types

Core Text Type: Narrative Fiction

ts, characters, and setting in particular moments in time.
at, when, where, why and how of stories.
th the key elements of stories.

Range of text evidence to observe how the narrative unfolds. Students
htened level of attention to the specifics of the stories they read.
ver details or lapse into general description, but describe exactly what
(R-1). When visualizing the precise time and place of events, they
to specific sensory details as well as to other relevant particulars (e.g.,
es of characters) (R-1, R-8, R-9). Students grasp the plot by
chronology of events regardless of what order the author chooses to
10). In order to build a precise, accurate picture of events and
ntegrate the evidence they have found and make observations based on
mulation of details (R-6, R-7).

Understand characters, themes, settings, and the order of events.
characters, students rely on explicit descriptions provided by the author
s they can draw logically from what characters say and do as well as
1, R-7). Students are able to discern the mood evoked by the setting,
at time and place can be established immediately and directly or
d indirectly (R-1, R-8). Students demonstrate that they understand
cit evidence such as how other characters react to them or respond
ituations (R-1, R-7). Likewise, students are able to draw reasonable
matters as the theme of the text, which is often not stated explicitly
he interaction between character and plot (R-1, R-5).

Views within and across texts. Students demonstrate they understand
which a story is told and how the perspective of the narrator
ealed to the reader (R-10). They can compare the divergent
nt characters on the same events. Students are able to identify when
point of view, and can point to evidence like imagery and word choice
R-8). They also compare different texts with similar topics or themes to
how events, characters, and ideas are portrayed (R-11).

Completion of the College- and Career-Ready Core

de by authors, such as where the story begins and how events unfold
otives for characters and multiple explanations for events in the text.
erent authors construct stories to describe their distinct style

Core Text Type: Poetry

and noting rhymes and other repetitions that supply rhythm and pattern.
subject and development of the poem.
with reading poetry, attending to line breaks and other text features.

to the specific observations and interpretations the poet makes

details of what the poet notices and observes (R-1). They describe what
t chooses to emphasize and what those details have in common (R-5).
e when the poet provides an explanation or interpretation of events or
L3). Students examine how the poem builds a tone and stance
described, such as critical or celebratory (R-8, R-9, R-10).

the poem and the action achieved by what happens in the poem.

explore what the poet is thinking and trying to achieve in the poem (R-
their sense of the details to articulate the purpose and overarching
poem (R-2, R-5). Students explore the purpose particular poems can
ng a warning, a celebration, an argument, or a confession (R-11).
at has changed over the course of the poem, by discussing how the
ive or idea (R6). They describe how the lines and stanzas of the poem
d development (R-9, R-10).

comparisons and images of poems. Poems are dense with verbal images,
t students are able to understand and describe them (R-8). Students
e metaphor and similes as well as other kinds of figurative language,
ate precisely what is being compared and how the comparison is
extend their understanding of the use of figurative language and
poetry to other types of fiction, as well as texts from science and

Completion of the College- and Career-Ready Core

on by exploring the author's choices of words and images.
eanings and interpretations when analyzing poems.
hat illuminate what is distinctive or fresh in a poem.

Core Text Type: Drama

is by acting out specific moments or events in a script or play.
is of the situation from the text: who is speaking and what is happening.
with reading a script, which has its own structure and cues.

of evidence to understand tone, motivation, and theme. Dialogue is
a, and students must be able to analyze the ways characters reveal
they speak—what they say and how they choose to say it (R-7). Like
res students to pay close attention to words—in this case, words
out loud (R-3, R-8). Recognizing tone becomes critical as it establishes
is menacing, inquisitive, or delighted (R-7, R-8). In drama, words
students must be able to understand how conversation propels the
ecision (R-6, R-10).

understand the progress of events and interactions between
characters are revealed by what they say and how they interact with
quires students to deepen their capacity to make inferences (R-1).
how the conversation and action unfold as well as how each
ne plot and builds on what comes before (R-1, R-6). By analyzing the
ters, students understand the progress of the action (R-1, R-9, R-10).
servations of successive scenes that unfold, students infer the
at best captures what the scenes have in common (R-5).

the script to visualizing the characters and the action in
s use what they read in dramatic works to envision the characters and
ot (R-6, R-7, R-10). At this level, students are able to cite explicitly the
s their summary of the important events of the drama (R-4). They are
directions that establish where the action of the play occurs (R-9, R-
r account of how the play unfolds to specific evidence in the text and
ives matters subject to interpretation (R-6, R-10, R-13). When
versions of plays acted out on stage or on the screen—preferably in
—they can demonstrate their attentiveness to the choices made by
uch as the intent conveyed by the movement of actors (R-11, R-13).

Completion of the College- and Career-Ready Core
the playwright uses, such as soliloquy.
nge of issues left open to the actors' and director's interpretation.
ctive of the audience to that of the different characters.

Core Text Type: Literary Nonfiction

of the information and gaining specific knowledge.
supporting ideas of a text.
gathering information from maps, graphs, and other sources.

Read and specific concepts to build knowledge. Students pay attention to
made in an explanation or the precise information provided in an
attend to the details of what the author relates and describe what they
reading carefully (R-9). Students are able to identify main ideas that
overarching purpose as well as attend to nuances such as voice and tone
with challenging questions, students pay attention to precisely what
their response is relevant and focused (R-2). They distinguish
are merely related to the question and those that are essential to
it (R-2, R-4). Students enlist relevant prior knowledge to enhance their
they read, noting when what they thought they knew is revised or
information in the text (R-13, R-17).

Outline and evaluate the evidence, reasoning, and argument.
of several different genres of literary nonfiction, such as essays,
ism. Students can distinguish between fact, opinion, and reasoned
in those arguments (R-12). They are able to evaluate the claims and
how each is supported or not by the evidence, including whether the
evidence is or inconclusive (R-1, R-12). Students also can identify how an author
exaggerate or emphasize certain things in order to persuade (R-13).
the author organizes the account, explanation, or argument including
specific details of the piece are related to the broader concepts (R-4, R-9,

Learned from diverse sources of information, including media
and their ability to synthesize data from diverse formats, including
formats as well as electronic media in different forms (R-15). They gather
information from multiple sources, determining when one source confirms,
contradicts, or adds to information from another (R-14). Students readily enlist graphical and organizing
tools (e.g., headings, captions, and footnotes) to acquire key information
(R-7). They compare the evidence gained from a range of data sources to
analyze and address questions they might have, including critically
analyze information from reading charts and graphs as well as electronic media such as
websites (R-3).

Completion of the College- and Career-Ready Core
style and rhetoric in the presentation of information and argument.
sufficiency and relevance of evidence and reasoning.
illuminate the distinctiveness of an author's argument and style.

Standards for Writing

Key Writing Achievements 6-8

challenging subjects and topics. Students in grades 6-8 are able to write on a topic or subject, developing a multipage text unified by a clear point of view. They choose and revise details and other elements in the text to reflect and support the increasingly subtle notions they express in the overall purpose and focus. Their use of varied sentence structures and paragraphs reflects and supports the increasingly subtle notions they express in

use of evidence in informational and argumentative writing. The range of sources students use is consistently higher in grades 6-8 than in grades 4-5. Students find and use relevant sources, both print and nonprint, and recognize sources that are clearly noncredible or unreliable. They accurately and carefully cite details, graphics, examples, and quotations that support or illustrate their points. Between presenting the evidence from offering their own thoughts and drawing on literature or other texts, they consistently and accurately incorporate

deliberate, ongoing ways. While students in grades 4-5 have a basic understanding of how to reach it, students in grades 6-8 can take more active steps to develop a piece of writing. To meet reader expectations, students are aware of the norms and conventions of various disciplines, forms, and genres. They lead the reader early in the text, and they lead the reader through the text with paragraphs linked by transitions suitable to conveying ever more complex ideas. Students can anticipate common reader needs, likely including objections to arguments.

Core Skills 6-8

focus, and organization

rest, and provide an introduction that identifies the topic, makes a situation.

ic topic or argument through a cohesive point of view or perspective.

structure that is appropriate for the type of writing, that meets the needs

rranges details, reasons, examples, and/or anecdotes effectively.

ng ideas, events, and other elements of the text.

cluding sentence or section.

ails, examples, and illustrations

ls, quotations, anecdotes, or other information to communicate ideas

ot and character, or support arguments.

ls, events, and information.

t language

ses to express ideas precisely and concisely.

ctures and patterns for meaning, reader interest, and style.

style, mood, and tone appropriate to the task, purpose, and audience.

of the conventions of standard written English, including grammar,

aying particular attention to those conventions that help relate ideas

tences.

s (fragments, run-ons and rambling sentences, and comma splices)

cy

s and clauses

nd subordinating conjunctions

fect verb tenses

eses to set off nonrestrictive elements

for more details.

diverse sources

eeded to build an argument, provide an explanation, or address a

rately the data, conclusions, and opinions of others, effectively

one's own work while avoiding plagiarism.

hic information for sources using a consistent format.

vision and technology

's own writing, and, when necessary, strengthen it through revision.

to produce, edit, and distribute writing.

Core Skills Applied to Core Text Types

Core Text Type: Narrative

by establishing a context and creating a point of view.
on, the plot, the setting, and the conflict, and create an organizing
of causally, explicitly linked events that excludes extraneous events and
ails and concrete language to develop plot and character.
details and inconsistencies.
characters, showing their internal motivation.
ppropriate strategies, such as dialogue, tension or suspense, naming (e.g.,
nd of *the big dog*) and specific narrative action (e.g., movements,
ns).
ategies to provide closure and a realistic outcome of the narrative's

Text Type: Informative/Explanatory

and an authoritative stance using a variety of ways to develop reader
an organizing structure to convey a controlling idea or perspective on
nizational strategies (paragraphs, headings, figures, tables, diagrams,
) to signal groupings.
s and pronouns to avoid repetition and to link ideas.
etails, quotations, or other information to communicate ideas, insights,
pecific vocabulary and a formal, objective style when appropriate.
and inappropriate information.
ppropriate strategies to develop the topic, such as providing facts and
alyzing the subject, narrating a relevant anecdote, or naming specific
imitations.

Core Text Type: Argumentative

...n that introduces a claim about an issue or topic of general concern,
...er strategies to capture the reader's interest.

...g structure that is appropriate to the needs, values, and interests of a
...arrange details, reasons, examples, and anecdotes effectively and

...g idea and make clear and knowledgeable claims.

...with detailed evidence, citing sources of information as appropriate.

...se the text(s) accurately when writing about literature.

...ncerns and counterarguments.

...and clauses to signal alternative perspectives (e.g., *on the other hand*,
...ss, *although*).

...and tone.

...information in arguments, and exclude information and arguments that

...g statement or section that offers reflections, a restatement, or

Standards for Speaking and Listening

Speaking and Listening Achievements 6-8

Use specific concepts to build and share knowledge. At this level, students use the language they say and how they say to suit different situations, highlight essential information and ideas. In group situations, students use language for rigorous academic purposes, such as examining and discussing the underlying themes of a text. Students who work together share their insights in order to gain an even stronger command of the subject and actions with one another.

Identify the complexity of inferences from listening carefully. Students use language to identify different layers of meaning in a variety of multimedia contexts. They distinguish between evidence that is merely accurate and evidence that is relevant to the claim they are making.

Skills Applied to Various Communications

Communication Type: Recitation and Reading Aloud

readings with appropriate emotion and faithfulness to the text.

*readings varying intonation and phrasing to emphasize key
te meaning.* In these grades students continue to experiment
eting ideas when reading poems, sections of speeches, or
L1). They pay close attention to word choice and how it affects
in speech, speaking clearly to make themselves understood.
ntion to the words when speaking as to when they pause for
one is expressed through gestures, pace, and emphasis to create
of view toward the subject (S&1).

Completion of the College- and Career-Ready Core

diction for cues regarding emphasis and rhythm when reciting

Communication Type: Classroom Discourse

periences (real or imagined) in sequence.
tion and stories and responding appropriately.
s and as a class, joining in discussions productively.

Write events and experiences. Students in grades 6 through 8 are able to write narratives, descriptions, and arguments from which they make fresh claims, ideas, experiences, texts, and words. They are able to share their ideas and experiences, whether conveying an experience or a summary of one's research on a topic of discussion is illuminated by sharing both factual knowledge and evidence regarding the matter as well as providing credible evidence and examples drawn from real life (S&L1, S&L2). When making a claim or noting a specific and accurate, taking responsibility for the truth and accuracy of their sources accurately and precisely. Student presentations use electronic media to help support the delivery of information, (S&L3,

Listen, layered ideas and respond appropriately. In the digital age a variety of multimedia is increasingly important for students to possess. Students listen to and dissect a variety of media, ranging from live talks and speeches and film (S&L7). They pay close attention to what has been said, and are able to single out significant details as well as summarize information made (S&L5). When examining arguments, students listen with an open mind in support of a claim, noting counter-examples or opposing points and responding constructively to challenge ideas (S&L6).

Use and concepts gained through discussion and other research to solve problems, and advance the academic purpose of a team. Students participate in group and class discussions as well as on work teams with varying responsibilities, investigating, reporting on, and debating issues as well as commenting and responding. When working together to synthesize various observations into a larger whole or breaking down a complex idea into its constituent parts, students have conversations focused. When offering their opinions or conclusions, students refer to specific information from textbooks, books they have read inside and outside the classroom, and other sources such as their experience or growing expertise in a particular area. They attend carefully to both the questions and suggestions of others and use what they can use and build upon one another's statements and insights.

Completion of the College- and Career-Ready Core

Students are able to participate in a wide variety of contexts, including narrating, explaining, and arguing within complex material. They are able to hold different interpretations and to evaluate their validity in the context of their own and others' views. They are able to hold different views in group discussions and work.

Appendix: Language Table 6-8

<p>Students in grades 6-8 must master the following: Phrase, clause, predicate, object</p>
<p>Students in grades 6-8 must master the following: Using items in a series Using dependent clauses and subordinating conjunctions Forming and using indefinite and reflexive pronouns Using transitive and intransitive verbs Forming and using progressive and perfect verb tenses Using verb voice Choosing between adjectives and adverbs</p> <p>Students in grades 6-8 must further develop the following: Avoiding fragments, run-ons and rambling sentences, and comma splices Maintaining consistency in verb tense Ensuring agreement between subject and verb and between pronoun and antecedent Distinguishing between frequently confused words Using idiomatic language</p> <p>Students in grades 6-8 must be introduced to the following: Maintaining consistency in verb voice Placing phrases and clauses</p>
<p>Students in grades 6-8 must master the following: Using a comma before a coordinating conjunction in a compound sentence Using periods, commas, and quotation marks in dialogue Using quotation marks for quotations from a text</p> <p>Students in grades 6-8 must further develop the following: Spelling commonly misspelled words correctly Using a comma after an introductory word, phrase, or clause Using commas in a series of phrases or clauses</p> <p>Students in grades 6-8 must be introduced to the following: Using commas or parentheses to set off nonrestrictive elements</p> <p>Students in grades 6-8 must further develop the following: Using specialized, topic-appropriate language</p> <p>Students in grades 6-8 must be introduced to the following: Using discipline-specific vocabulary Avoiding wordiness and redundancy</p>
<p>Students in grades 6-8 must master the following: Choosing between active and passive voice</p> <p>Students in grades 6-8 must further develop the following: Punctuating for meaning and effect Choosing words for effect Using figurative language Expanding, combining, and reducing sentences for meaning, reader interest, and style</p> <p>Students in grades 6-8 must be introduced to the following: Using varied sentence patterns for meaning, reader interest, and style Using consistent and appropriate style, mood, and tone Observing the norms and conventions of disciplines</p>

Arkansas Department of Education
Emergency Rules Governing the
Comprehensive Testing, Assessment and Accountability Program
and the Academic Distress Program
December 14, 2009

ity

es shall be known as the Arkansas Department of Education
y Rules Governing the Arkansas Comprehensive Testing,
nt and Accountability Program (ACTAAP).

Board of Education promulgated these Rules pursuant to
ation of A.C.A. §§ 6-11-105, 6-15-401 et seq., 6-15-2009, 25-
d Act 1307 of 2009.

o a single comprehensive testing, assessment and
ility program, which applies to and governs all public schools
school districts in Arkansas.

o a single comprehensive testing, assessment and
ility program which utilizes the most current and effective
valuation and assessment research information designed to
e following:

ar academic standards that are periodically reviewed and
ised;

essional development standards for all administrators,
chers and instructional support personnel;

ected achievement levels;

orting on student achievement and other indicators;

ool and school district evaluation data;

ystem of sanctions and rewards based on performance of
ools and school districts; and

pliance with current federal and state law and State Board of
ucation policies.

that all students in the public schools of Arkansas have an
portunity to demonstrate grade-level academic proficiency
e application of knowledge and skills in the core academic
onsistent with state curriculum frameworks, performance
and assessments.

student learning and classroom instruction and to support academic standards for all students, including identifiable subgroups, including the provisions, procedures and requirements for the assessment program.

point-in-time intervention when it is determined that a student is not performing at grade level.

Testing and assessment security and confidentiality requirements.

Establish a program to identify, evaluate, assist and advise public school districts in academic distress.

For the purpose of these Rules, the following terms mean:

Content Standards – a series of documents that specify what students enrolled in an Arkansas Public School should know and be able to do. The Academic Content Standards also provide the foundation for the content of the State assessment system.

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.

Improvement Plan – a plan detailing supplemental or remedial instruction, or both, in deficient academic areas for a student who is not proficient on the state-mandated criterion-referenced assessments and state mandated developmental appropriate assessments for K-2 (or delayed as that term is defined in "Uniform Screening").

Yearly Progress – the level of academic performance required for schools or school districts on the state-mandated criterion-referenced assessments and/or other indicators as required in the law, which shall comply with State and Federal law.

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.

Early Reading Assessments – Those assessments that measure students' strengths and weaknesses in all of the elements of reading described in the Report of the National Reading Panel.

Intensive Reading Program – Programs of high-quality instruction that include the essential elements of reading described in the Report of the National Reading Panel.

"Comprehensive Assessment Program" – means the testing of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments for kindergarten, Grades one and two, national standardized tests in Grades 3 through 9, any other assessments as approved by the State Board of Education, criterion-references tests for Grades 3 through 8, or other assessments which are based on sound best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for high school grades and content areas, and the high school literacy test.

"Comprehensive Testing, Assessment and Accountability Program" – means a comprehensive system that focus on high academic achievement, professional development, student assessments, and accountability for all schools.

"Comprehensive School Improvement Plan (ACSIP)" – a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address inefficiencies in student performance as evidenced in the Comprehensive Assessment Program as defined in Section 6-1-1. The plan shall be reviewed annually and monitored at least every two years. Components of the plan include professional development, training, and materials and resources necessary to carry out the plan. Additionally, this plan shall become the application for all functional federal programs as administered by the Department of Education.

"High Performance Schools" – financial or other recognition of a public school structured to recognize schools that demonstrate and maintain high performance over a period of three years. Awards also can be used to highlight individual schools that their practices can be adopted in other schools and across the state.

"Grade-Level Benchmarks" – Academic Content Standards grade-level statements of what a student should know and be able to do. Grade-Level Benchmarks provide guidance to classroom teachers in planning instruction aligned with the Academic Content Standards.

"State Board of Education" – The Arkansas State Board of Education.

"Referenced Test (CRT)" – an assessment required by state statute or regulation which is designed by the State to measure student performance/achievement on the State's Academic Content Standards.

"Department" – The Arkansas Department of Education.

Improvement Plan" – a compilation of the individual school improvement plans which align the district's resources to meet the needs of each individual school's plans. The main focus of the district improvement plan shall be to ensure that all students have an opportunity to demonstrate proficiency on all portions of state-mandated criterion-referenced assessments.

Intervention" – a short-term, intensive, focused individualized plan developed from ongoing, daily, systemic assessment that identifies the needs of a child who is in the initial, kindergarten through grade one (K -1), reading intervention program.

Kindergarten School" – public school(s) having some combination of grades kindergarten through four (K – 4).

Course Exam" – a criterion-referenced assessment taken upon successful completion of a course of study to determine whether a student demonstrates, according to a requisite scale score established by the State Board of Education, attainment of necessary knowledge and skills.

Elements – Early Reading"

Comprehension – Understanding and remembering what is read

and Word Recognition (Phonics) – Recognizing words

fluently, and independently

Ability to read text accurately, quickly and with expression

Awareness – Ability to hear and manipulate the sound

of language

Vocabulary – Words that must be known to communicate effectively

Level" – performance of a student (or group of students) at the specified grade level on benchmark assessments at the specified grade that is appropriate for that student(s).

Elementary School" – public school(s) having some combination of grades 9 –

Reading Improvement Plan (IRI)" – An intervention program for students identified with substantial reading difficulties.

Annual Tracking" – means tracking individual student yearly achievement gains based on scheduled and annual assessments.

Upper Elementary School" – public school(s) having some combination of grades five through eight (5 – 8).

Norm-Referenced Test (NRT)" – an assessment required by state law, designed to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm group used in the standardization process for a particular commercial instrument.

on in Remediation" The amount of student involvement
a student academic improvement plan that addresses those
s for that student.

" – The pass rate for the Benchmark Exams and the
ental appropriate assessments for K – 2 shall be proficiency.
the pass rate for end-of-course and high school literacy shall be
es established and independently approved by the State Board
on. (See 6.03 for the proficiency definition)

chool District/Public School" – those school districts and schools
open-enrollment charter schools) created pursuant to Title 6 of
as Code and subject to the Arkansas Comprehensive Testing,
nt and Accountability Program except specifically excluding
ools or educational programs created by or receiving authority
rsuant to §6-15-501; §9-28-205, and §12-29-301 through §12-
other provisions of Arkansas law.

ion" – a process of providing corrective, specialized
ntal instruction to help a student overcome academic
s pursuant to their student academic improvement plan.

por" – An alternate method of demonstrating Adequate Yearly
under the No Child Left Behind Act determined by decreasing
t of students not performing at the proficient level on the
eferenced Assessments by at least ten percent. Safe Harbor
e applied if the school meets the secondary indicator condition
95% or more of eligible students.

– intervention by the state to assist teaching and learning at a
ool or a public school district that fails to meet expected
ce goals on the state-mandated criterion-referenced
nts and/or other indicators.

Improvement" – the initial classification applied to a school that
et adequate yearly progress for two successive years.

Point" – a specific figure for grade-level clusters K- 5, 6-8, and 9-
content areas of literacy and mathematics which was derived by
g the school at the 20th percentile in the state based on total
t, among all schools ranked by the percentage of students at
ent level, using data for the 2001-2002 school year or
nt year for which there is a recalculation.

examination or Assessment" – an assessment instrument,
or other student achievement evaluation method required by
ute, rule or regulation that is administered to assess student
ce or achievement and takes place on the dates specified on
/assessment calendar developed by the Commissioner of the
nt.

"Universal Reading Deficiency" – a determination for first and second grade students who score in the Below Basic Category on the State Assessment in the previous school year and for kindergarten students who are rated as Delayed in both oral communication and language on the Uniform Reading Scale (URS).

"Readiness Screening" - uniform, objective evaluation instrument specifically formulated for children entering public school for the first time that are intended for either kindergarten or first grade, as approved by the Board, and developed or adopted by the Board.

"Value-Added Computations of Student Gains" – statistical analyses of the annual impact of the school's instructional delivery system on student learning using a comparison of previous and post assessment achievement gains.

Standards

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.

The Board shall establish a schedule for periodic review and revision of content standards to ensure Arkansas academic content standards are rigorous and equip students to compete in the global marketplace. For each review, the Department will provide the following:

1. Study and consideration of academic content standards from other states across the nation and international levels as appropriate;

2. Study and consideration of evaluations from national groups or organizations as appropriate;

3. Committees composed of Arkansas teachers and instructional supervisory personnel from public schools, assisted by teachers and administrators from institutions of higher education;

4. Review and input by the Departments of Higher Education and Workforce Education as well as community members; and

5. Public dissemination of revised academic content standards on the Department Website.

The Board shall provide for external review of revised standards by nationally recognized content experts in the discipline/area under review.

The Board shall establish a clear, concise system of reporting the performance of each school on the state's mandated criterion-referenced assessments and the norm-referenced assessments, which comply with current state and federal law.

school/school district shall engage in a procedure that will ensure that the academic standards for every level - grades kindergarten through twelve (K-12) are aligned and education and financial resources are commensurate with student performance expectations at each level.

Comprehensive Assessment Program

The Department shall establish a statewide assessment system for Grades K through twelve (K-12) to be implemented in each public school in the State by the Department. All schools shall comply with the requirements of the assessment system. Failure to comply shall result in a recommendation to the Board for Probationary status or suspension as set out in the Standards for Accreditation, or for other disciplinary action as allowed or required by these rules, state or federal law.

School boards shall not establish school calendars that jeopardize the integrity of the assessment system and comparison of student learning gains.

Screening, Grade One and Grade Two

The Board shall adopt and the Department shall implement a developmentally appropriate, uniform school readiness screening instrument to validate a child's school readiness as part of a comprehensive evaluation decision. Beginning with the 2004-2005 school year and thereafter, the Department shall require that all school districts administer the uniform school readiness-screening instrument to each kindergarten student in the district prior to or upon the entry into kindergarten. Children who enter public school for the first time in first grade must be administered the uniform school readiness screening instrument as modified for use in first grade to determine placement.

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

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

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

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

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 the development and testing of any other requirements needed to establish fully-developed assessment instruments and methodologies.

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

Accounting for Students with Disabilities and Limited English Proficient Students

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

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

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

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

2.5.4 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.

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

Norm-Referenced Assessments

The Board shall adopt a norm-referenced test to be administered in Grade 3 through Grade 9 in mathematics and reading, which shall be administered by the Department annually.

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

The Department shall establish mandatory training sessions for all district testing coordinators and other appropriate school personnel to ensure understanding of the norm-referenced assessments, proper administration of assessments, security, and effective use of the assessment reporting data to improve classroom instruction and learning.

Assessment of Educational Progress

All affected schools shall participate in any or all components of the National Assessment of Educational Progress (NAEP).

A 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.

Administration

The Department shall establish mandatory training sessions for all 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;

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

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

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

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

Ensuring that all testing instruments are administered to all students according to the procedures established by the Commissioner of Education;

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

Reporting whether ALL students have participated in the appropriate grade-level assessment(s).

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

Requiring that appropriate test administration materials shall specify any available accommodations available to students participating in the administration of standard state assessments.

Requiring that all students enrolled in a State-tested grade shall be accounted for in the State Assessment System.

Requiring that the State Assessment System Advisory Committee composed of nationally-recognized experts and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all matters relating to the assessment system.

Test Confidentiality

Prohibition of the security or confidential integrity of any assessment instrument shall be prohibited.

The Board shall sanction a person who engages in conduct prohibited by this section, as provided under Arkansas Code §6-4-405 and following the Process for Certificate Invalidation as approved by the Board. Additionally, the Board may sanction a school district and/or school in which conduct prohibited in this section occurs.

Procedures for maintaining the security and confidential integrity of assessment instruments and procedures shall be specified in the appropriate test administration instructions. Conduct that jeopardizes the security or confidential integrity of an assessment is defined as any departure from either the requirements established by the Commissioner of the Department for the administration of

assessment or from the procedures specified in the applicable administration materials. Conduct of this nature may include, but is not limited to the following acts and omissions:

- 7.3.1 Viewing secure assessment materials;
- 7.3.2 Duplicating secure assessment materials;
- 7.3.3 Disclosing the contents of any portion of secure assessment materials;
- 7.3.4 Providing, suggesting, or indicating to an examinee a response or answer to any secure assessment items;
- 7.3.5 Aiding or assisting an examinee with a response or answer to any secure assessment item;
- 7.3.6 Changing or altering any response or answer of an examinee to a secure assessment item;
- 7.3.7 Failing to follow the specified testing procedures or to proctor students;
- 7.3.8 Failing to administer the assessment on the designated testing dates;
- 7.3.9 Encouraging or assisting an individual to engage in the conduct described in this subsection;
- 7.3.10 Failing to report to appropriate authority that an individual has engaged in conduct set forth in this section;
- 7.3.11 Failing to follow the specified procedures and required criteria for alternate assessments; or,
- 7.3.12 Failing to return the secured test booklets back to the testing company in a timely manner.

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 any conduct that violates the security or confidential integrity of an examination or assessment.

Performance Levels

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 not evident, emergent, supported independence, functional independence, and independent. Performance levels shall be established for mathematics, reading/language arts and science independently. Additionally, the Board shall establish a pass rate for each end-of-course school literacy assessment.

The Board shall establish four (4) performance levels for Grades K-2 for the Mathematics 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*				
Performance Level	Below Basic	Basic	Proficient	Advanced
	0-120	121-128	129-136	137-400
	0-134	135-146	147-159	160-400
	0-148	149-164	165-181	182-400

The minimum standard score value is 80

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

The minimum standard score value is 80

Beginning in the 2009-2010 school year, all students in Grade 9 or below who are enrolled in Algebra I are required to complete and meet the minimum scale score on the End-of-Course Algebra I Examination in order to earn an academic credit towards graduation. The Board shall establish the minimum requisite scale score of student performance on the End-of-Course Algebra I Examination. The following numerical scores define those performance levels.

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

ing numerical scores define the performance levels on the
 referenced assessments and on the Students with Disabilities
 assessment for not evident, emergent, supported
 nce, functional independence and independent. Functional
 nce and independent are considered to be grade level.

Referenced Assessments (Augmented Benchmark Exams)			
Scale Score Ranges			
	Basic	Proficient	Advanced
	409 - 499	500 - 585	586 & above
	495 - 558	559 - 639	640 & above
	544 - 603	604 - 696	697 & above
	569 - 640	641 - 721	722 & above
	622 - 672	673 - 763	764 & above
	655 - 699	700 - 801	802 & above

Referenced Assessments (Augmented Benchmark Exams)			
Scale Score Ranges			
	Basic	Proficient	Advanced
	330 - 499	500 - 653	654 & above
	354 - 558	559 - 747	748 & above
	382 - 603	604 - 798	799 & above
	417 - 640	641 - 822	823 & above
	426 - 672	673 - 866	867 & above
	507 - 699	700 - 913	914 & above

Referenced Assessments (Augmented Benchmark Exams)			
Scale Score Ranges			
	Basic	Proficient	Advanced
	154 - 199	200 - 249	250 & above
	152 - 199	200 - 249	250 & above

End-of-Course Algebra I		
Scale Score Ranges		
	Proficient	Advanced
	200 - 249	250 & above

End-of-Course Geometry		
Scale Score Ranges		
	Proficient	Advanced
	200 - 249	250 & above

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

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

Alternate Assessment for Students with Disabilities Scale Score Ranges				
	Emergent	Supported Independence	Functional Independence	Independent
2	673 - 703	704 - 708	709 - 723	724 - 733
3	674 - 707	708 - 712	713 - 721	722 - 736
4	675 - 708	709 - 713	714 - 725	726 - 733
7	678 - 708	709 - 714	715 - 722	723 - 731
5	676 - 705	706 - 713	714 - 720	721 - 731
7	698 - 717	718 - 725	726 - 727	728 - 738

Alternate Assessment for Students with Disabilities Scale Score Ranges				
	Emergent	Supported Independence	Functional Independence	Independent
3	664 - 685	686 - 710	711 - 730	731 - 734
2	673 - 692	693 - 712	713 - 727	728 - 733
4	665 - 692	693 - 717	718 - 730	731 - 735
7	638 - 684	685 - 709	710 - 721	722 - 732
0	621 - 674	675 - 708	709 - 722	723 - 736
2	623 - 690	691 - 719	720 - 726	727 - 742

Alternate Assessment for Students with Disabilities Scale Score Ranges				
	Emergent	Supported Independence	Functional Independence	Independent
	- 718	719 - 723	724 - 730	731 - 736
	- 688	689 - 705	706 - 720	721 - 733

Alternate Assessment for Students with Disabilities Scale Score Ranges				
	Emergent	Supported Independence	Functional Independence	Independent
	-149	150 - 199	200 - 249	250 - 300

Alternate Assessment for Students with Disabilities Scale Score Ranges			
Emergent	Supported Independence	Functional Independence	Independent
655	656 - 680	681 - 692	693 - 740

Grade 10 Alternate Assessment Scale Score Ranges			
Emergent	Supported Independence	Functional Independence	Independent
664	665 - 692	693 - 715	716 - 742

ability

For 2013-2014 all students are expected to perform at the level or above.

With the 2005-2006 school year, a) students identified as failing at the proficient level on the State 2004-2005 or any state mandated CRT (as referenced in Section 6.03 tables: Literacy Criterion Referenced Assessments, Benchmarks, raw score cut scores, etc.); b) students in Grade K scoring delayed in language or oral communications and scoring delayed in reading on the state mandated uniform readiness screening (as referenced in Sections 3.36 and 3.37 Uniform Readiness Screening); and c) students in Grades 1 and 2 not scoring proficient on the state mandated uniform readiness screening (as referenced in Sections 3.36 and 3.37 Uniform Readiness Screening); shall be evaluated as failing. The Department of Education, in consultation with the local school district, shall jointly develop, a remediation plan with the student's parents. The remediation plan (AIP or if appropriate IRI) will describe the student's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

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.

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 weaknesses based on test data and previous student records shall be available for use in developing the Plan. The plan shall be approved by the appropriate school administrator and the student's parent/guardian.

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, Saturday school, double blocking instruction in deficient areas during the school day, extended day etc.

AIP shall include formative assessment strategies and shall be revised periodically based on results from the formative assessments.

AIP shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies.

AIP shall be delivered by a highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher. All instructional delivery under the AIP.

AIP should contain an implementation timeline that assures a maximum time for remedial instruction.

AIPs should be individualized; however, similar deficiencies based on test data, may be remediated through group instruction.

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 the academic area or areas in which the student is not proficient on state-mandated criterion-referenced assessments, the individualized education program shall serve to meet the requirement of an AIP.

For failure to participate in the Academic Improvement Plan

School districts shall notify parents, guardians or caregivers of remediation requirements and retention consequences for failure to participate in the required remediation at the beginning of the 2004-2005 school year. Beginning with the 2005-2006 school year, this information shall be included in the student handbook.

Beginning with the 2005-2006 school year, students in Grades seven through eight, identified for an AIP who do not participate in the remediation program shall be retained. The local district shall determine the extent of the required participation in remediation as set forth in the student academic improvement plan.

Remedial instruction provided during high school years (Grades 9-12) may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.

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.

student that has an AIP and fails to remediate, but scores at Proficient level on the criterion-referenced assessments, shall be retained.

beginning in the 2005-2006 school year, students not proficient on End-of-Course tests or on the high school Literacy test, shall participate in a remediation program to receive credit for the corresponding course.

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

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

7.03.7.1.1 No student that is identified as having failed to meet the satisfactory pass levels on an initial end-of-course assessment shall be entitled to take more than three (3) additional subsequent end-of-course assessments. ADE will determine annually the schedule for administration of additional assessments.

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

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

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

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

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

of End-of-Course assessments shall become a part of each transcript or permanent record. Each course for which a student the assessment shall be recorded with the performance level (proficient, basic or below-basic).

ment shall implement a statistical system that shall provide the analysis of classroom, school, and school district effects on student achievement based on established, value-added longitudinal calculations, and shall measure the difference in a student's previous year's achievement level compared to the current year achievement for the purposes of measuring student achievement, accountability, and recognition. The system used by the Department shall be in alignment with federal standards developed in 2004-2005 to collect data to allow research and development of student achievement growth models.

Each school shall include value-added longitudinal calculations with transparency in the model's conception and operation to allow other schools in the field to replicate the results.

Reading Proficiency for Students in Kindergarten through Grade Two

Beginning with the 2005-2006 school year, any student who exhibits a substantial reading deficiency 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 3.20.

Beginning with the 2005-2006 school year, the State Board of Education shall establish 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.

Beginning with the 2005-2006 school year, 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.

Beginning with the 2005-2006 school year, 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 will be allowed 30 days from the date of the final approval to conduct the evaluation.

The evaluation shall include the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

Beginning with the 2005-2006 school year, 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.

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.

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.

The intensive reading instruction provided under the IRI shall utilize strategies that are aligned with scientifically-based reading research.

8.9.1 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.

8.9.2 The IRI should be individualized; however, similar deficiencies may be remediated through group instruction.

8.9.3 A highly qualified teacher and/or a highly qualified paraprofessional under the guidance of a highly qualified teacher shall provide instruction under the IRI.

3.9.4 The intervention shall continue until the child has reached grade level benchmarks in all essential areas of reading.

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.

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

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

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

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

Ability

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

Performance trend data shall be one of the components used in the development of objectives of the school improvement plan, internal evaluation of instructional and administrative personnel, assignment of resources, acquisition of instructional materials and equipment, performance-based budgeting, and assignment of students to additional programs of the local school program.

The school shall develop one (1) Arkansas Comprehensive, School Improvement Plan (ACSIP) focused on student achievement. This plan is intended to focus the school/school district annually on the analysis of performance data for the purposes of improved student achievement, based on data and the performance of students on the state assessment system.

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

with the No Child Left Behind Act, each school must make yearly progress (AYP), based primarily on the administration of criterion-referenced assessments described in Section 5.02. In order to meet AYP, a school or school district must—

1. demonstrate that at least 95 percent of all students and of students in each applicable subgroup, as provided in Section 8.06, at the appropriate grade levels, participated in the assessments;

2. demonstrate that the school or school district meets or exceeds the annual measurable performance levels established in Section 904.5, based on the percentages of students who are proficient or above on the assessments, overall and for each applicable subgroup; or alternatively, if the total group or any applicable 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 the percentage from the preceding school year and that the subgroup made progress on one additional academic indicator; and

3. demonstrate that the school or school district makes progress for all students on an additional academic indicator, which shall be graduation rate for high schools and percent of students meeting or exceeding the state standard for elementary and middle schools.

4. The following subgroups must be included in the school/school district disaggregation:

- Students with Disabilities
- Students who are English Language Learners
- Economically Disadvantaged Students
- Ethnic Subgroups
 - 6.4.1 Caucasian
 - 6.4.2 African American
 - 6.4.3 Hispanic

5. The school or school district must meet AYP criteria overall and for each of these subgroups if the minimum group size as determined by the Department of Education and approved by the U.S. Department of Education.

6. The Department will determine AYP separately for mathematics and reading using appropriate statistical treatments. Based on the single starting point described in this section, annual performance shall be determined such that ALL students will reach proficient by school year 2013-

7. The Department will determine for each school in the state the percent of students performing at the proficient or advanced levels. This percentage shall be determined by computing the sum of students proficient or advanced for the current year or the most recent three years across each grade level in which there is a criterion-referenced assessment. That sum is divided by the total number of students assessed for that year or across the three years and grades. This number shall include students taking

in determining whether a school has met the target of percent for that school year as listed on the chart, the Department shall use the school's percent proficient in the appropriate grade-level 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 grade-level cluster and content area as long as the school meets or exceeds the statewide projected goal.

School Districts failing to meet expected performance standards established by the Board shall be subject to sanctions as specified in the School Improvement or academic distress.

School Districts exemplifying exceptional performance levels with consistent patterns shall be recognized for exemplary performance and shall be eligible to participate in the rewards program.

Schools that do not meet Adequate Yearly Progress as determined under these provisions shall be classified subject to the following consequences.

A school shall be identified in alert status if it has not made AYP in the same subject (Mathematics or Literacy) for one year.

A school shall be identified as in Improvement Status if it has not made AYP in the same subject (Mathematics or Literacy) for two consecutive years.

A school in Alert Status or Improvement Status that fails to make AYP, or fails to make AYP in the same subject for two consecutive years, shall remain in its existing status for the following school year.

When 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 and give special attention given to State designated subgroup(s) which do not meet expected performance levels.

The school board president and the superintendent of a public 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 filed in the Office of the Commissioner of Education within thirty calendar days of the receipt of notice.

When 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 the opportunity to transfer to another school in the district not in school improvement.

When a school fails to make Adequate Yearly Progress, that school shall be classified as Year 2 of School Improvement. Any school classified as Year 2 of School Improvement shall offer eligible students the same primary educational services in keeping with federal guidelines in addition to the continued consequences from Year 1 of School Improvement.

If a school fail to make Adequate Yearly Progress in the fourth year, the school shall advance that school into corrective action. Schools in corrective action must continue to offer consequences from School Improvement until Year 2 and the school must implement a plan, with the approval of the Department, having specified corrective actions.

If a school fail to make Adequate Yearly Progress in the fifth year, the school shall advance that school into restructuring. In restructuring the school, the Department may require the school to dismiss staff and administrators, transfer the school to another school that is not in school improvement, or take any other such action as deemed necessary by the Department.

If a school has been identified in school improvement, that school shall meet the standard(s) for which it failed to meet for two consecutive years and shall be considered for removal.

Schools that receive Title I funds must meet all funding requirements as set forth in the federal guidelines. Schools that do not receive Title I funds shall continue to implement programming in keeping with the school's ACSIP Plan as required.

Beginning with the 2006-2007 school year, schools designated in year one or two of school improvement shall participate in a scholastic audit conducted by the Department of Education (or its designees).

The 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.

Performance Rating System

The Department of Education will establish a working task force during the 2004-2005 school year to assist in the development of the rating system. The task force shall include educators, parents, and business/community stakeholders. In order to keep the rating system reliable and valid, a Technical Advisory Committee composed of nationally recognized accountability experts, statisticians, and psychometricians shall be selected by the Commissioner of Education and shall advise the Department on all technical aspects of the accountability system. The rating system shall include the establishment of a performance level and an improvement level. The improvement level shall be

assigned in the 2007-2008 school year and the performance level shall be assigned no later than the 2009-2010 school year. The ADE will implement a pilot system of performance levels required by A.C.A. § 6-15-1903, at least one (1) year prior to the year of implementation required by law. The performance level designations may be applied to any school district requesting to be classified by such performance designations as allowed by A.C.A. § 6-15-1903 (b) (1).

Performance Category Levels

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.

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 6-15-04(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.

From the school 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.

School Performance Rating: Weighted Average Approach

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.

Numerical values to be used as weighting factors can be assigned to each students' performance category (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)

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.

The sum of the weighted student performance for each subject and grade in the school is divided by the total number of students attending the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.

Weighted Average Approach

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

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

Weighted Average Approach Calculation

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

Points Received	Number of Students	Rating
230	100	2.3

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

**Standard Setting Recommendations
Stakeholder Advisory Panels**

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

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.

In the example below, if the rating score of the school is between 3.23 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

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

Choice

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 C.A. § 6-18-227 et seq.

Additional Educational Services

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

Recognition Awards

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 A.C.A. § 6-15-1907.

A school or district that is involved in substantiated test security violations will not be eligible to receive the "school of excellence" performance rating.

Accountability

The Department annually reviews each district to determine whether it is in Academic Distress in the following way.

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

Determine the district percent of participation across each grade level group

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

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.

When 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.

A district identified for school improvement shall within three months of identification develop or revise a district improvement plan that meets 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 additional development for each fiscal year in which the district is in school improvement. The district shall initiate implementation of the plan immediately, but not later than the beginning of the next school year following 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.

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

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

Within thirty calendar days (30) after the release of the state assessment results by the Department, the Department shall identify all school districts in Academic Distress and shall notify in writing each school district superintendent and board president via certified mail, return receipt requested.

A school district may appeal a determination of the Department identifying the district as an Academic Distress school district by filing an appeal in writing in the Office of the Commissioner of the Department within (30) calendar days after receiving the notification, justifying why the district should not be identified as being in Academic Distress.

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.

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.

Removal of Academic Distress Status

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.

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.

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.

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.

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.

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.

d Academic Distress

nt attending a public school district classified as being in distress shall automatically be eligible and entitled pursuant to 18-206, the "Arkansas Public School Choice Act", to transfer to geographically contiguous school district not in academic distress time period a district is classified as being in academic and therefore, not be required to file a petition by July 1 but shall her requirements and conditions of the Arkansas Public School i.

student transportation to the nonresident district shall be borne dent district.

dent district shall count the student for average daily ip purposes.

e

core tables set out in these Rules are critical to the Arkansas system in that without these tables Arkansas public school be aware of the relevant scores to be used by the Arkansas ucation in determining the various levels of student competency ests it will administer during the Spring 2010 testing cycle. t the revisions to these Rules, The Arkansas Department of e impeded in its ability to carry out the educational visions of Act 1467 of 2003 (the Quality Education Act), Act 35 raordinary Session of 2003, and Act 1307 of 2009, thus directly cation of children in said school districts, which may impact and peril of certain students. As a result, the Arkansas State e hereby determines that imminent peril to the schools and

this state, as articulated above, will exist if these Rules are not
a emergency basis. Therefore, pursuant to Ark. Code Ann. §
Rules are to immediately take effect upon passage by the
ard of Education.

Assessments of the Common Core Standards

Memorandum of Understanding (“MOU”) is entered into by and between the Consortium and Arkansas (“Your State”). The MOU is intended to establish a framework of collaboration for states in supporting the implementation of the standards. The agreement also articulates tasks in support of a Standards and Assessment Section. The MOU outlines a set of working principles, the roles of states in the Consortium, and a set of tasks that the Consortium would undertake.

Working Principles

Developing a balanced assessment system for evaluating the common core working principles derived from an examination of successful state assessment systems internationally. For example:

Assessments are based in a thoughtful, standards-based curriculum and are integrated system of standards, curriculum, assessment, and development.

Assessments are lean, clear, and focused on what students should know and be able to do from their learning experiences. Assessment expectations are aligned with curriculum frameworks or course syllabi and are exemplified by samples of student work.

Assessments are organized around a well-defined set of learning objectives in subject areas. These guide teaching decisions, classroom-based formative assessment, and summative assessment.

Curriculum experts are involved in developing curriculum and standards. They provide professional learning and teaching. Thus, everything that is done is well-aligned and pulling in the same direction.

Assessments focus on the measurement of actual student performance on challenging tasks that meet the demands of college and career in the 21st century. Curriculum and assessment are designed to evaluate a broad array of skills and competencies that generalize across settings. They emphasize deep knowledge of core concepts within subject areas, including problem solving, analysis, synthesis, and critical thinking, as well as extended tasks and problems, as well as selected response items.

Assessments support the development of curriculum and the development and implementation of the standards and to develop stronger curriculum and instruction. The moderated scoring process is a strong professional learning process that drive the instructional improvements that enable student learning, and at their own assessment practices and their development of

enabled by several features of assessment systems:

Curriculum-embedded assessments provides teachers with curriculum and assessment practice, enhances curriculum equity within schools, and allows teachers to see and evaluate student learning in ways that inform instructional and curriculum decisions.

Analysis of student work and moderated teacher scoring of both school-based and externally developed open-ended examinations are sources of ongoing assessment that improve teaching.

Curriculum-based and external assessments around learning progressions provide information where students are on multiple dimensions of learning and to inform their progress.

Assessment systems are designed to improve the quality of learning and aim to encourage and support the learning of ambitious intellectual tasks designed and used for informing teaching, learning, and schooling. Schools and districts report outcomes and take these into account, along with other information, in a well-designed system focused on continual improvement.

Assessment systems use multiple measures to evaluate students and

learning and performance are used to evaluate skills and knowledge. Multiple types of tasks and tests that are both curriculum-embedded and on-demand are used to demonstrate and evaluate their learning. These are combined in school and beyond the school level. School reporting and accountability measures. Assessment data are combined with other information on student capacities, practices, and outcomes to design intensive professional development interventions that improve school performance.

Assessment systems that provide for greater assessment quality and information systems that

improve and transform the way the assessment process is developed, including using adaptive tools and access to information resources for students to improve learning and providing appropriate feedback by supporting both teacher and student scoring (now possible for both selected response and some forms of open-ended response). By using technology to reduce costs for delivery of more open-ended response, scoring, and reporting, resources can be redirected to improvements in learning.

Assessment systems provide data about student learning, enhancing system accountability for providing more efficient, accurate, and timely information to students, teachers, and policymakers. Technology helps to integrate information at the system level, contributing to a rich profile of accomplishment for every student.

State and Local Roles within a Consortium

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pects of tasks that could increase barriers for non-native English
her specific learning needs. In addition, designers who are skilled
upportive assessments and tests for students with learning
from the beginning in considering how to develop the assessments
as how to design appropriate accommodations and modifications to
ossible to be validly assessed within the system.

Student growth over time and on tying standards to a conception of
encourage a growth oriented frame for both the “on-demand”
ended classroom assessments. The Consortium may consider the
computer-based adaptive testing that creates vertically scaled
range of learning progressions in ELA and math. This would
d in ways that give greater information about their abilities and their
ach would not preclude the evaluation of grade-level standards,
udents’ assessment, nor would it preclude a significant number of
ded items, as the technology for machine-scoring structured open-
l-developed. Strategic use of partial teacher scoring for these items
ment of the system to support teachers’ understanding of the
d their planning for instruction.

student growth should also inform the development of the
ats of the system, which should be selected or developed to
s’ progress along the learning continuum. Centrally developed
d by teachers with moderation (see below), using common rubrics,
ported scores. In states with experience and capacity, it may be
ate information about student learning that teachers develop from
, linked to the standards and learning progressions and guided by
This could be an optional aspect of the Consortium’s work for states
t and capacity.

Consortium might explore one or both of two options for

ed systems like those in England, Australia, Singapore, Hong Kong,
as the International Baccalaureate. Generally conceptualized as
his country, this approach should become a more comprehensive
ch like that pursued in these other countries. Such an approach
rse performance assessments that count toward the examination
lity assessment end-of-course components that feature constructed
ed response items. Within-course performance assessments would
iry in the disciplines, ensuring that students have the opportunity to
tigations, literary analyses and other genres of writing, speaking and
odeling and applications; social scientific research. Such an
n ELA and math assessment at a key juncture that evaluates an
vel for high school standards and then, as in high-achieving

employers.

ns that might include a more comprehensive benchmark assessment complemented by collections of evidence that demonstrate certain standards within and across the disciplines. This set of more curriculum flexibility in how to meet the standards. Systems in the provinces in Canada and Australia, in states like Rhode Island, New Hampshire, and in systems of schools like the New York Consortium, the Asia Society, and Envision Schools. Sometimes organized into structured portfolios, such as the Technology Portfolio and the broader Graduation portfolios in these sets of schools in each content area, scored with common rubrics and moderation.

Combine elements of both course- and standards-driven models, variations of proficiency to occur in any one of a range of courses (determined course) or even outside the bounds of a course, like the Project Work requirements in England, Singapore, and the Senior Project requirements in Pennsylvania and Ohio.

Auditing Systems for Teacher-Scored Work: The consortium managing moderation and auditing systems and training scorers so as to ensure consistent scoring of performance assessments. In other nations' and these features routinely, procedures have been developed to ensure involvement – often as part of professional development time – and to ensure high levels of reliability in evaluating student work. A range of consortium would serve as a resource to individual states in developing strong, efficient approaches.

Support the Assessment System: Technology should be used to support the assessment system in a number of ways: by delivering the assessments; in on-line tasks allowing students to search for information or manipulate variables and to observe the students' problem-solving processes; in some cases, scoring the responses to trained scorers / teachers to assess from an electronic system; they also support training and calibration of scorers and moderation of the aggregation of results in ways that support reporting and research. The use of technology is already being used in the International Assessment System, which includes both on-demand and classroom-based

and cost benefits of machine scoring and the teaching and learning associated with computer-aided scoring, a mixed system could be developed where computer-aided scoring is used for multiple-choice and constructed response tasks where useful – though teachers

OF ALL SEAs PARTICIPATING IN THE CONSORTIUM

g SEA in the Consortium will appoint a key contact person.
ts from each State will maintain frequent communication with the
ing the Balanced Assessment Consortium to facilitate cooperation
grant personnel will work together to determine appropriate
ect updates and status reports throughout the whole grant period.
um of Understanding shall be effective beginning with the date of

icipating State
(bivalent authorized signatory)

_____ 1-7-2010
Date

_____ Deputy Commissioner
Title

ARKANSAS

Please email this signed page to

Tammy Morrill
Tammy.Morrill@maine.gov

email this signed page only by January 7, 2010**

2010

Kim
Commissioner of Education
Department of Education
Capitol Mall
Little Rock, AR 77201

Commissioner Kimbrell:

I am pleased to confirm Arkansas's participation in an assessment partnership
pursuing the development and implementation of summative
assessments that are aligned to the common core standards, that can be used within
a variety of statewide assessment systems, and that will enable comparability of
assessments across a maximum number of states.

I received your formal request to join the other states in this partnership and
thank you for your acceptance of the attached Statement of Principles which will
guide our collective work.

Your participation in this partnership is critical to its success. We look forward
to doing our important work together in the coming months.

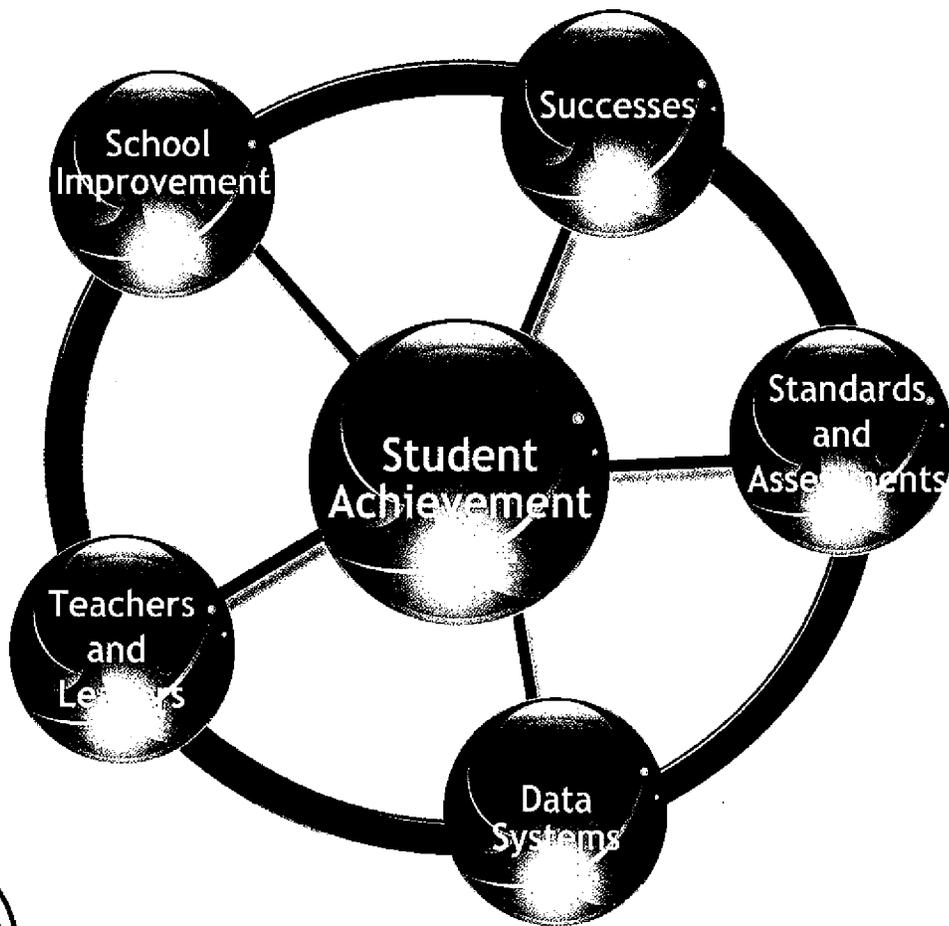


Thank you,
Daniel Cohen

*Submitted to Assessment Partnership
at 10:00 am EST on January 15, 2010)*

- | | | |
|----------------------|-------------------|--------------------|
| Alabama | 10. Illinois | 19. New Mexico |
| Alaska | 11. Indiana | 20. North Carolina |
| Arizona | 12. Kentucky | 21. Ohio |
| Arkansas | 13. Louisiana | 22. Oklahoma |
| California | 14. Maryland | 23. Pennsylvania |
| Colorado | 15. Massachusetts | 24. Rhode Island |
| Connecticut | 16. Michigan | 25. Tennessee |
| Delaware | 17. Minnesota | 26. Utah |
| District of Columbia | 18. New Hampshire | 27. Wisconsin |

Appendix C





Project Charter

Project Name: Arkansas Education to Employment
Tracking and Trends Initiative- AEETT (Phase I)

Reference: DIS Service Request 2010-002 GWC-AEETT

Agency: Arkansas Department of Career Education
Arkansas Economic Development Commission
Arkansas Department of Education
Arkansas Department of Higher Education
Arkansas Department of Workforce Services

Prepared by: Judy A. Whitaker, Senior Project Manager, PMP
Arkansas Department of Information Systems (DIS)

Date: August 31, 2009

Project Background

The Governor's Workforce Cabinet has been "charged to analyze Arkansas's current delivery of workforce development and find new and better ways to provide these services." This task force must understand the current conditions.

Currently, the state has pockets of information being collected and studied but does not have a collective effort reflecting the total picture. Data analysis has been requested to fill in the gaps from K-20 education to employment.

Oklahoma has a "Employment Outcome Report" that contains a number of Education and Employment statistical reports. This document contains excellent examples of the types of reports that would benefit Arkansas.

The success of this effort is dependent on the sharing of information across multiple state agencies and ability to match select data.

The following are some of the many questions the data analysis initiative is expected to help answer:

- What percentage of Arkansas residents and non-Arkansas residents remain in Arkansas?
- What are the education levels, degrees and skill sets of those who remain and who do not remain in Arkansas?
- What degrees, training and skill sets are needed to meet the employments needs by region today and in the future?
- What degrees and skill sets exist to attract new business to Arkansas by region?

-
- Need Information provided by region visually represented on an Arkansas Map view and other graphical views?
-

Goal

Unify Arkansas's current education, employment and workforce development statistical results to aid in providing new and better services.

Project Scope

The AEETT initiative will be developed in a phased approach.

Phase I of the initiative will include:

- Design, build and implement a Data Mart data repository containing selected education and employment data from the following agencies:
 - Arkansas Department of Higher Education
 - Arkansas Department of Education
 - Arkansas Department of Workforce Services
 - Arkansas Department of Finance and Administration (Income Tax System)
 - Selected extracted files from each agency's data files will be matched and merged for the project data analysis and storage of non-identity results. Data will only be included after official documented approval from the owner of the data of each agency.
 - Once completed, the data repository may be used by participating agency users for approved custom report views. Only authorized individuals may have access for ad hoc data queries and reporting.
 - Identification of data sources to produce select reports
 - Identification of missing data sources for select reports
 - Documentation of methodology and approach for data storage and metadata
 - Documentation of reports to be produced in this phase.
 - Defined specifics of Phase II scope: Phase II will be to add additional agencies' information that will contribute toward the goal of this effort.
-

Charter Purpose

The purpose of this document is to:

- Authorize the project known as Arkansas Education to Employment Tracking and Trends Initiative (AEETT)
- Define the scope of the project
- Establish the success factors of the project
- Define the constraints, assumptions and risks
- Define the project team's roles and responsibilities
- Establish decision making authorities
- Establish project communication requirements

Project Success Factor

The Arkansas Education to Employment Tracking and Trends Initiative (AEETT) is deemed successful based on:

- A central repository of AEETT information and meta data that is useful to authorizes agencies
- Sensitive information is not accessible
- Business Objects Licenses are provided to authorized individuals
- Authorized individuals are trained for accessing custom reports and creating basic ad-hoc reporting through Business Objects.
- Data matching process is based on SSN and/or other sensitive information for linking Agency information without displaying the sensitive information.
- Information extracts and data build processes are in place for on-going rebuilds of data as required to refresh information.
- On-going access and support is fully funded and supported by participating agencies.
- At least 5 Custom reports can be produced providing statistical information representing the current education and workforce conditions.
- Reports provide information that aids in providing better ways in improving related services

Participating Stakeholders

Arkansas Department of Career Education
Arkansas Economic Development Commission
Arkansas Department of Education
Arkansas Department of Higher Education
Arkansas Department of Workforce Services

Outside of Scope:

If it is discovered that key fields are not populated with the data needed to produce the reports requested, a decision must be made how to address the missing information. Either a separate effort or a project change request may be needed to add that scope and cost.

The Oklahoma report has a number of reports that this effort plans to ultimately replicate. However, Phase I of this effort is to produce a limited number of custom reports with the information provided. Additional custom reports maybe added; additional resource time will be needed.

If the fields needed for Arkansas reporting are not included in the files defined for this effort, either a separate effort or a project change request will be needed to add that scope and cost.

It is requested that Phase II and scope additions be held until the initial custom reports and results are produced to the stakeholders' satisfaction.

A Project Change Request (PCR) form will be used for scope additions.

Change Management:

Approved Project Change Requests (PCR) will be used to document and track any change to project scope, cost or milestone schedule. Any change to the scope may impact the cost and schedule.

Project Constraints, Assumptions and Risks

Constraints

- Subject Matter Expert (SME) availability
- Lack of Resources availability can affect duration of effort;
 - Data warehouse resources needed; will impact other efforts
- Budget
- Some data fields critical to select matching and reporting may not be populated
- Contract(s) with Department of Workforce Services must be approved before DWS information can be accessed and shared. Need to verify if other agencies sharing data have the same requirements.
- Laws protecting the information must be identified and followed.

Assumptions

- Agencies' Executive Participants will have buy-in, support and participation during and after implementation.
- Existing business processes may be redefined to achieve needed results and benefits.
- The Project Manager will have sufficient authority necessary to keep the project within scope and time.
- Stakeholders will make every effort to respond to questions within one business day.
- Issues will be documented and resolved in a timely manner.
- Project budget authorizations will be approved
- Project will begin after project funding is approved.
- While the SSN and other identifying information will be used to match information across agencies, the sensitive information will not be shared.
- Zipcode-plus4 is needed to identify the most accurate location within state for GIS presentation of information

Risks

Identify the expected risks to which the project will be exposed. Assess the likelihood of each risk occurring and its impact on the project.

- Complexities of multi-agency involvement;
 - Agreed upon understanding of meta data of common fields among agencies
 - Subject Matter Expertise availability
 - Availability of agency resources for training to access and produce ad-hoc reports
- The primary risks after implementation include:
 - Key data must be available to produce the expected results. Data fields that are not populated will impact reported results.

-
- Availability of agency resources to produce ad-hoc reports
 - Information needed where no field exist that matches that need. Capturing additional data may be considered.
 - Funding for development
 - Funding for ongoing support cost
-

Project Funding Source

For development, each month's labor charges will be billed to an ADWS account to be determined.

The cost breakdown by agency for maintenance will be finalized before project is implemented to production.

The DIS shared billing code for maintenance will be:

Account: 499520000 DIS Agency Code 0385 System Sub: CG51 Project: 2AX

If any agency has the opportunity to provide grant funds in support of this effort, that agency is encouraged to apply the funds to this effort. The remaining will then be divided among the customers as agreed upon.

Project Authority

Authorization

Owner/Stakeholders:

The Governor's Workforce Cabinet will have ownership of this initiative.

Governor's Workforce Cabinet participants consider the project charter for approval.

Shared financial support will be agreed upon by the participating agencies.

Participating agency directors and authorized stakeholders will have authority to approve the decision making factors of this effort.

Project Manager

The Project Manager will have the authority to require tasks, time estimates, and statuses from participants for reporting requirements.

Project Team

The Project Team will have the authority to make business and technical decisions to promote the success of this effort.

Key Project Team Roles & Responsibilities

Title	Name	Role(s)
Participating Agencies		<ul style="list-style-type: none"> • Approves DIS Service Requests; Project Charter, Authorizes project funding • Provides requirements; evaluates deliverables for acceptance.
DIS Project Manager		<ul style="list-style-type: none"> • Develops project charter and project plan. • Ensures project deliverables, budget, and timeline are met. • Manages Project Schedule; • Communicates project progress and unresolved issues to executive sponsor. • Monitors and reports the project progress
Business Analysis		<p>Interview customers, documentation and program specifications</p> <ul style="list-style-type: none"> • Documents detailed requirements • Documents Custom Reports • Documents Meta Data capture process
Data Warehouse Architect		<ul style="list-style-type: none"> • Creates and maintains the agency data files and Data Warehouse • Design Business Objects Universe • Helps the developer find practical solutions for user requirements
Data Base Administration		<ul style="list-style-type: none"> • Data Management, database creation, development, deployment
Data Warehouse Analyst		<ul style="list-style-type: none"> • Develop data transformation processes & load to Data Warehouse • Transition to Production • Training Preparation & class
Reporting Participants		<ul style="list-style-type: none"> • Individuals who will be trained to use Business Objects to access custom reports and to use tool for ad-hoc reporting.

Capstone Project Participants		<ul style="list-style-type: none">• Intern(s) who will assist in information gathering and meta data documentation.
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Project Communication

The DIS Project Manager will report project progress and status to the Governor's Workforce Cabinet bi-weekly or as requested. The status report will include progress, issues, schedule, and budget status.

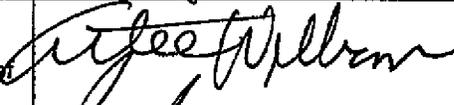
The DIS AEETT Project Team will share and maintain information on SharePoint Project site. Until the site is available, the project documentation location for this effort is:

J:\Departmental Information\Projects\Active\Gov Workforce Cabinet-AEETT

The team will be responsible for timely communication to all team participants and project stakeholders. Regular progress reports will be provided as well as ad-hoc updates as needed. Progress and issues will be shared with all team members. Internal meetings and email will be the primary modes of communication. Responses to emails and questions should be within one business day. Any unresolved issue will be presented to the sponsor on a timely basis.

Signatures

The signatures of the people below relay an understanding in the purpose and content of this document by those signing it. By signing this document you agree to this as the formal charter statement to begin work on the project described within.

Name	Title/Agency	Signature	Date
Dr. Jim Purcell	Director, Arkansas Department of Higher Education		9-10-09
Artee Williams	Director, Arkansas Department of Workforce Services		9-14-09
Maria Haley	Executive Director, Arkansas Economic Development Commission		9-10-09
Dr. Diana Julian	Interim Director Arkansas Department of Education		9-10-09
William "Bill" Walker, Jr.	Director, Arkansas Department of Career Education		9/14/09



High School-to-College Success Report

Arkansas

2007-2008 Freshmen

ACT Code: 049999
All High School Composite

*How well are Arkansas high schools preparing students
for success in Arkansas postsecondary institutions?*

The logo for The ACT, featuring the word "ACT" in a large, bold, serif font. A thick, black, curved underline is positioned beneath the "ACT" text.

ACT

Report Overview

Introduction

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2007 who attended a participating postsecondary institution in Arkansas in fall 2007. Suggested next steps are provided to help guide your thinking as you work to improve the academic development of students and their success in college.

The importance of academic preparation for college or work is greater than ever today. Seventy percent of the 30 fastest growing jobs require education beyond high school. Clearly, students need to be ready for education beyond high school, and the goal of this report is to promote actions that will assist all students in being prepared for postsecondary education.

To measure academic preparation, this report uses ACT College Readiness Benchmark Scores and College Readiness Standards Score Ranges. These measures are explained below. This report also refers to taking core coursework which is defined as 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, and 3 or more years of science and social studies.

What are College Readiness Benchmark Scores?

College Readiness refers to the level of student preparation needed to be ready to succeed—without remediation—in an introductory level course at a two or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses.

What are College Readiness Standards (CRS) and CRS Score Ranges?

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their PLAN and/or ACT test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to the ACT (1-36); the ranges are 1-15, 16-19, 20-23, 24-27, 28-32, and 33-36. These ranges are CRS Score Ranges.

Chart and Table Topics Included in This Report

The charts and tables in this report describe performance indicators for the ACT-tested high school graduates of 2007 who attended a participating postsecondary institution in Arkansas in fall 2007. Each chart and table adds to a larger understanding of your students' academic strengths and weaknesses. To preserve individual confidentiality, summary data are only shown for table cells with five or more students.

Some topical questions are listed below with references to the relevant report charts and tables.

- How did fall college grade average for our students compare to those statewide and of other subset populations? (See Charts 1, 5, 6, 7b, 9, 10 and Tables 1, 2, 3, 4, 5, 6, 8, 9)
- Did students who achieve ACT College Readiness Benchmark Scores earn higher freshmen grades? (See Chart 2 and Table 3)
- How important was rigorous preparation in high school mathematics for success during the first year of college? (See Chart 3 and Table 4)
- How important was rigorous preparation in high school science for success during the first year of college? (See Chart 4 and Table 5)
- How did the ACT Composite scores of our students compare to those statewide and of other subset populations? (See Charts 7a, 8, and Tables 1, 2, 7, 8)
- By ACT College Readiness Standards Score Ranges, what were the first-term and first-year college GPAs of our students? (See Charts 5, 6, and Table 6)
- What percent of our enrolled students completed college preparatory (core) coursework? (See Charts 7a, 7b, and Table 2)
- Were students who took the recommended college preparatory (core) coursework more successful during their first-year at college? (See Chart 7b and Table 2)
- How many of our ACT-tested students were assigned to developmental coursework, and what were their ACT scores and fall college GPAs? (See Charts 1, 7a, 7b, 8, and Table 7)
- How many of our students persisted into the spring semester and what are the academic indicators for these students? (See Charts 9, 10, and Table 8)
- Were graduates who received state scholarships more successful than those who did not? (See Chart 11 and Table 9)

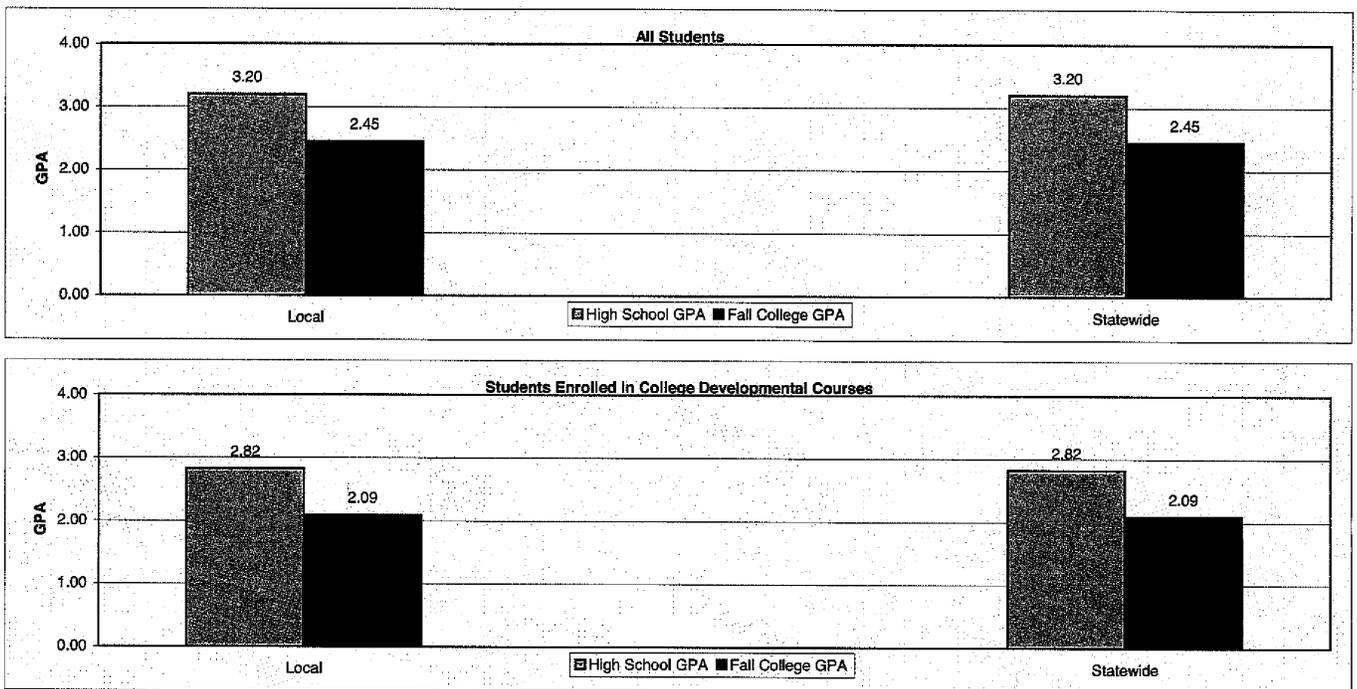
Table of Contents - Charts

High School Preparation and Success		Page	College Success and Persistence		Page
Chart 1:	High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses	1	Chart 9:	Local and Statewide Students Who Returned in the Spring Semester - Fall College GPA and First Year College GPA	10
Chart 2:	Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects	2	Chart 10:	Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non persisters) - ACT Composite Score and High School GPA	11
Chart 3:	Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School	3		College Success and State Scholarship	
Chart 4:	Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School	4	Chart 11:	Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA	12
Chart 5:	Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges	5			
College Readiness and Success					
Chart 6:	Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects	6			
Chart 7a:	Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking	7			
Chart 7b:	Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking	8			
Chart 8:	Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects	9			

Table of Contents - Appendix Tables

	Page		Page
Appendix: Detailed Summary Information by Campus and Selected References and Resources	13	Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester	21
Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide	14	Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship	22
Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework	15	Suggested References for Developing College Readiness Skills:	
Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores	16	A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College	23
Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students	17	B. Preparing All High School Students for College and Work: What High-Performing High Schools are Teaching	23
Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students	18	C. Crisis at the Core: Preparing All Students for College and Work	23
Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges	19	D. College Readiness Standards: Descriptions of the Skills and Knowledge Associated with EPAS Test Scores	23
Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework	20		

Chart 1: High School and Fall College GPAs for Local and Statewide Students - All Students and Those Assigned to Developmental Courses



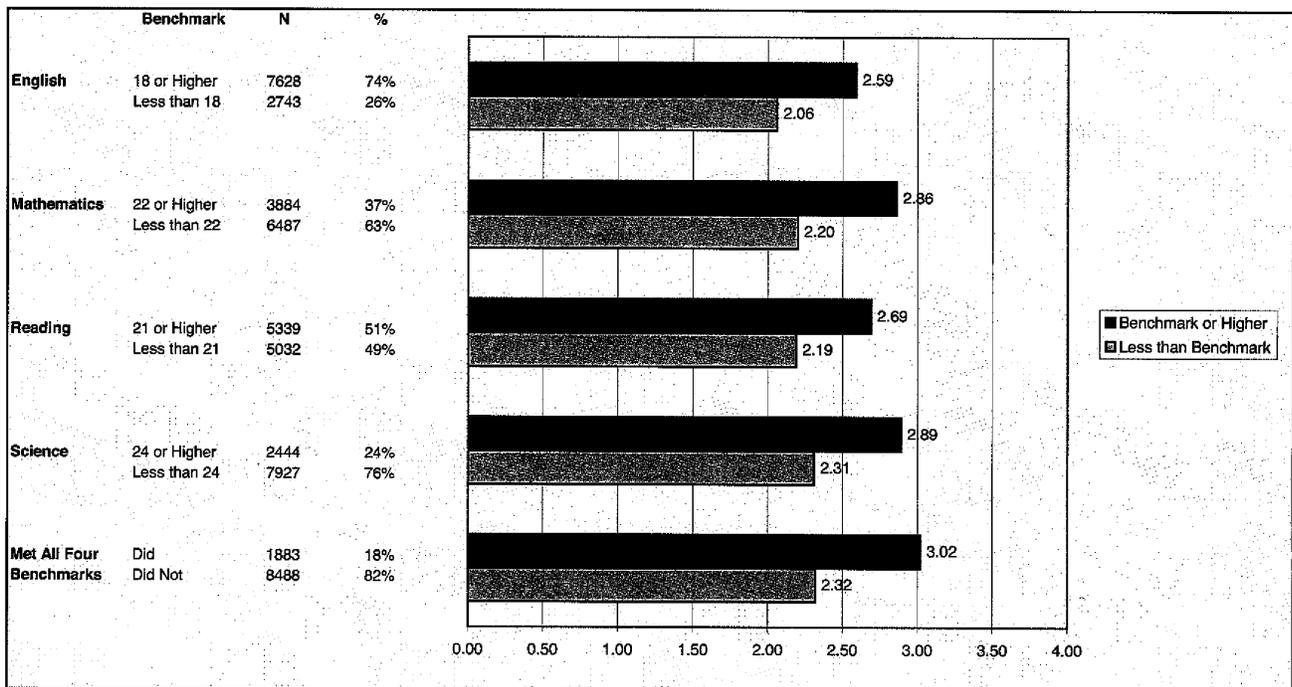
What This Chart Tells You:

Students who were assigned to developmental coursework generally earn lower grades in both high school and college. The need for developmental courses should be less if students take the recommended college preparatory courses: 4 or more years of English, 3 or more years of mathematics beyond pre-algebra, 3 or more years of science and social studies. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught using a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 2: Average Fall College GPA for Students Who Did/Did Not Earn ACT College Readiness Benchmark Scores Across Test Subjects



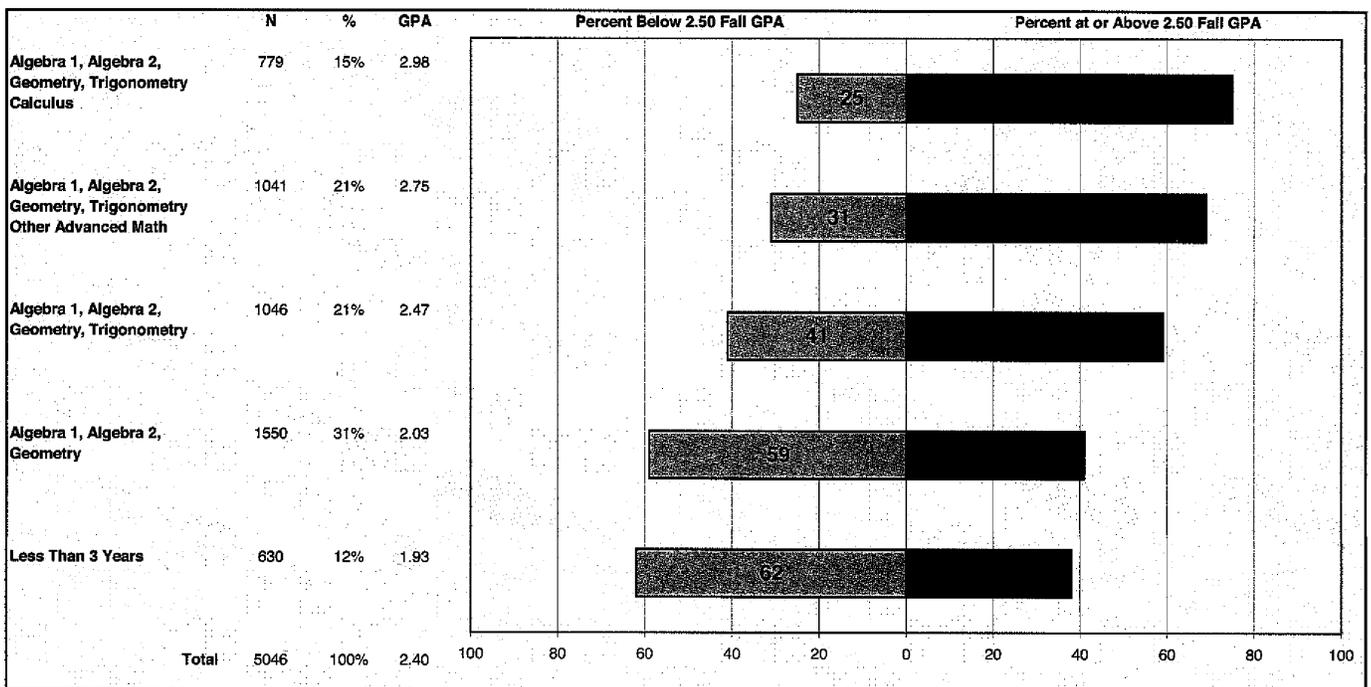
What This Chart Tells You:

Students who earned the ACT College Readiness Benchmark Scores in high school earned higher freshmen grades than those who fell short of the benchmark scores. Comparisons by campus are shown in Table 3 (Appendix). The benchmark scores are associated with a 50% or more chance of earning a B or better in selected courses (Appendix pg. 23).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range.
3. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 3: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Mathematics Course Sequence Patterns Studied in High School



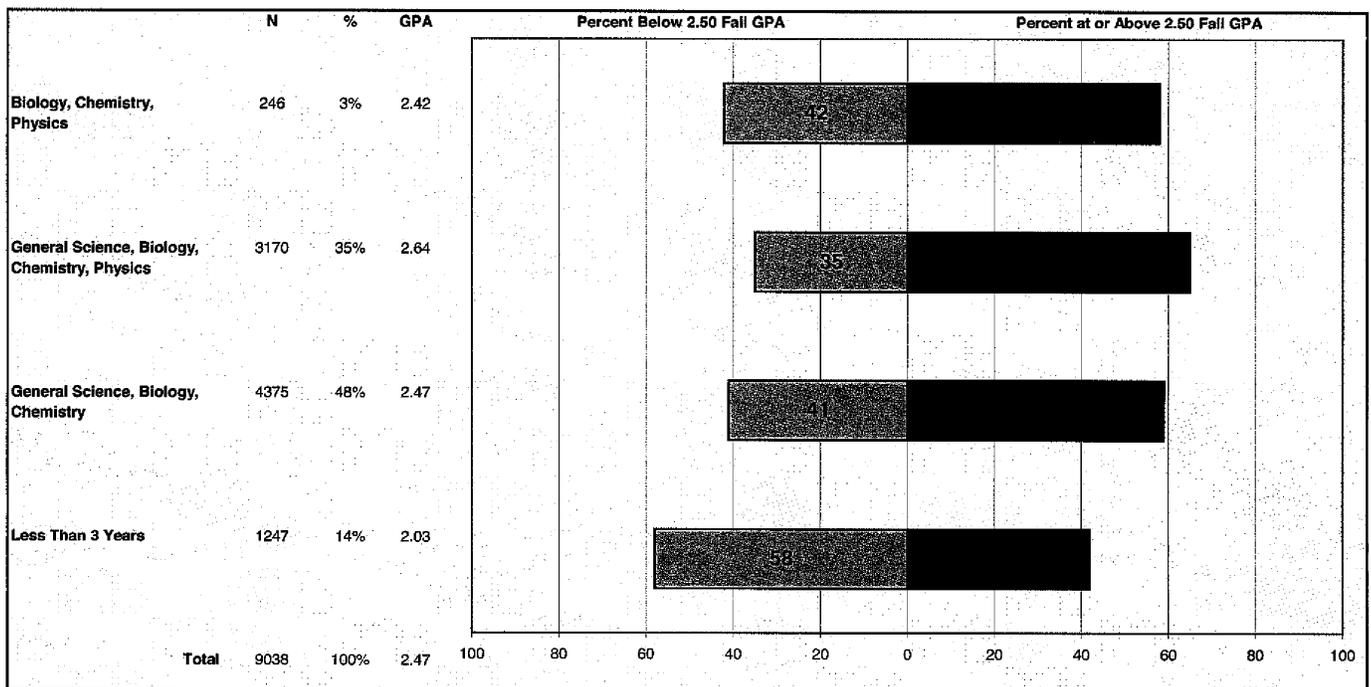
What This Chart Tells You:

Most students who took more rigorous mathematics courses in high school earn higher freshmen grades. Students who take more than 3 years of mathematics beyond pre-algebra in high school are more successful in college. See the reference to *On Course for Success* (Appendix pg. 23). Comparisons by campus are shown in Table 4 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Mathematics, help the mathematics teachers in your high school ensure that the skills needed to be successful in first-year college mathematics courses are being taught.
4. Encourage all students to take more than 3 years of mathematics beyond pre-algebra.

Chart 4: Percent 'Below' and 'At or Above' a Fall College GPA of 2.50 by Science Course Sequence Patterns Studied in High School



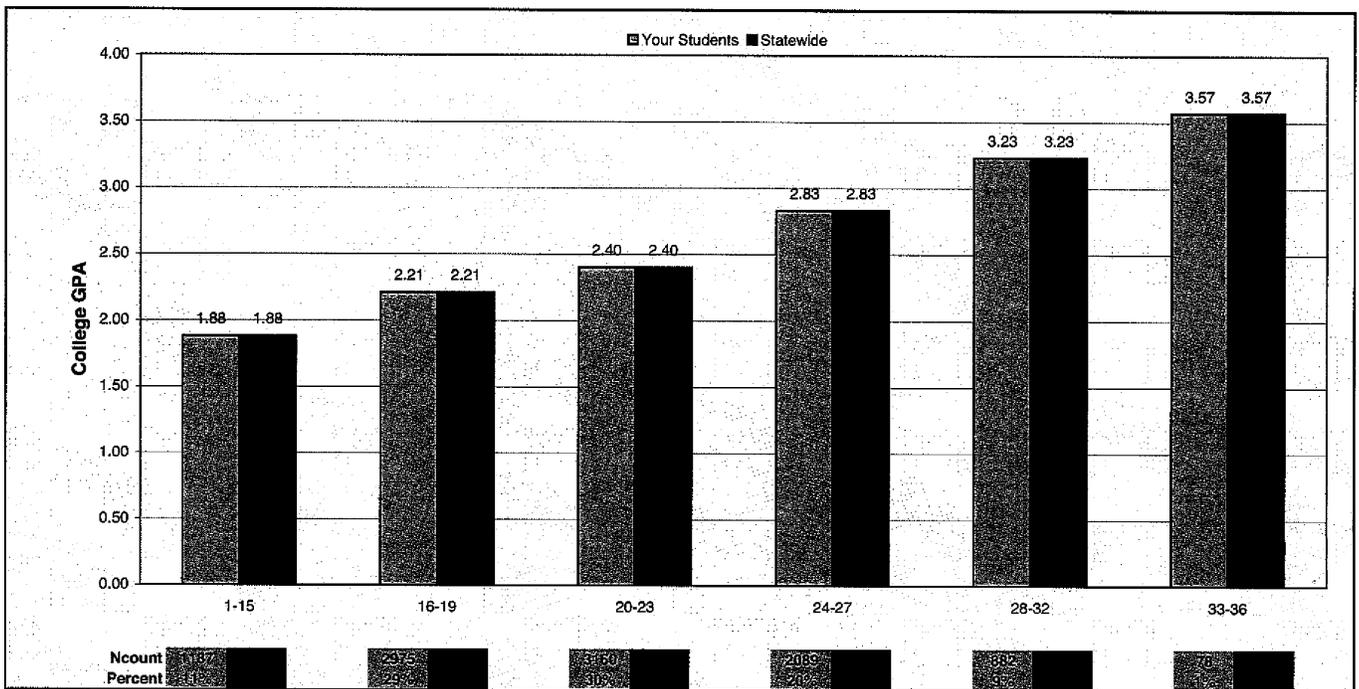
What This Chart Tells You:

Students who took 3 or more years of science tend to earn higher grades in college. Comparisons by campus are shown in Table 5 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Use the information from EXPLORE and PLAN to help students make proper course selections.
3. Using ACT's College Readiness Standards for Science, help the science teachers in your high school ensure that the skills needed to be successful in first-year college science courses are being taught.
4. Encourage all students to take more than 3 years of science beyond General Science.

Chart 5: Local and Statewide Fall College GPAs by ACT College Readiness Standards Score Ranges



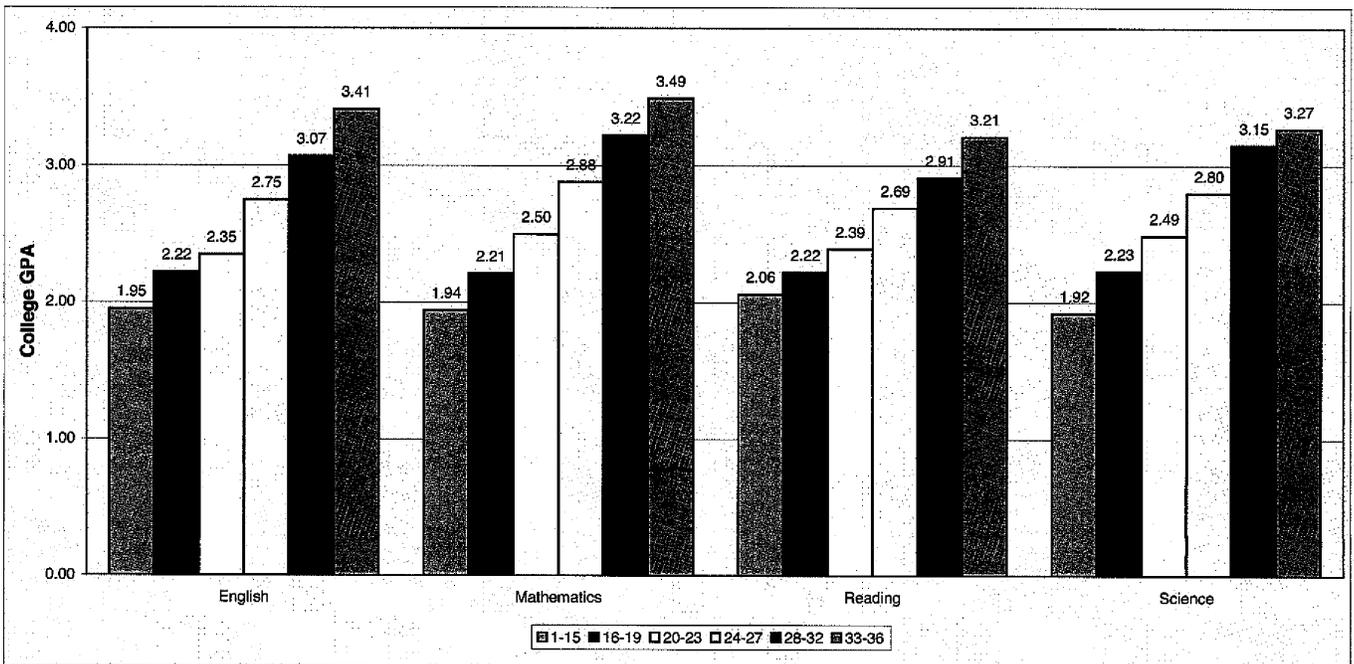
What This Chart Tells You:

Students in higher ACT College Readiness Standards (CRS) Score Ranges tend to earn higher college freshmen grades. College freshmen GPAs earned by your students and students statewide are shown by CRS Score Ranges. Comparisons by campus are shown in Table 6 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, review the skills needed to move your students to a higher score range. Higher scores can mean better grades in college.

Chart 6: Fall College GPA by ACT College Readiness Standards Score Ranges and Test Subjects



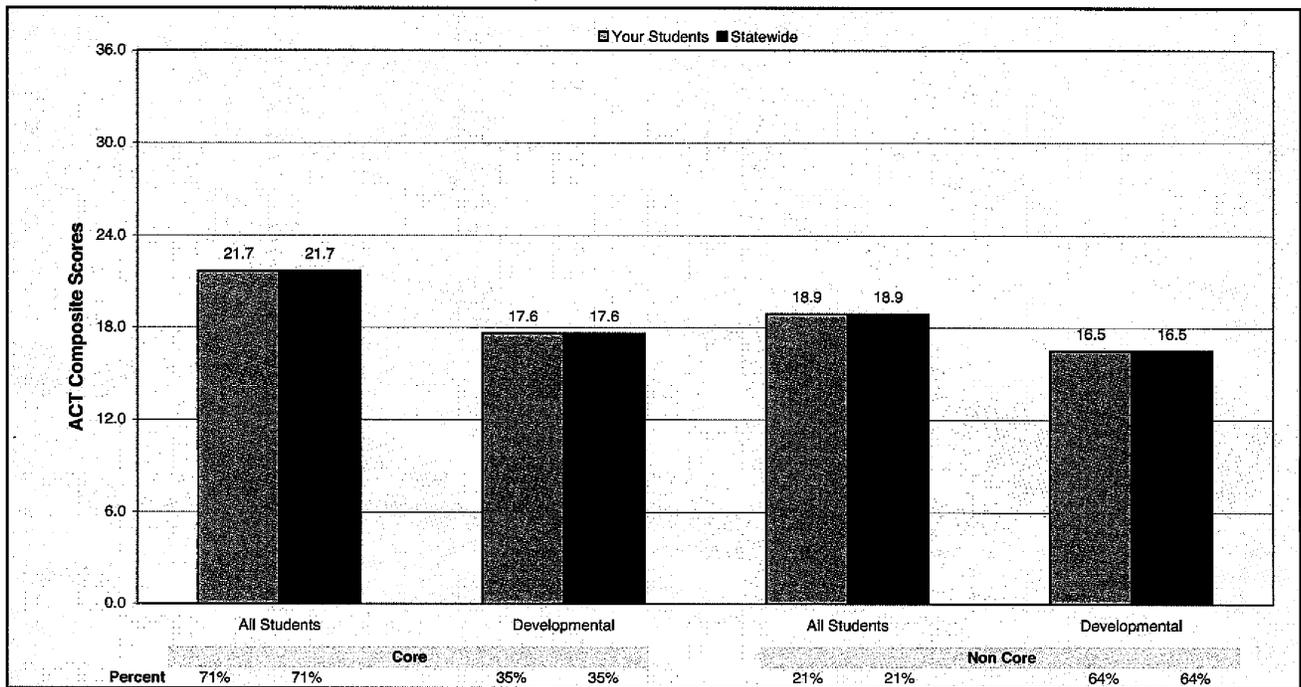
What This Chart Tells You:

Across all test subjects, students with higher scores in each of the ACT College Readiness Standards (CRS) ranges tend to earn higher first year college grades. ACT scores are directly associated with freshmen success in college. Comparisons by campus are shown in Table 6 (Appendix).

Your Next Steps:

1. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12). Develop experiences for students to improve their skills in grades 8 through 12.
2. Using ACT's College Readiness Standards, review the skills needed to move your students, especially those in the lower two score ranges, to a higher score range. Higher scores generally mean higher college GPA.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 7a: Local and Statewide ACT Composite Test Scores for All Students and for Students Taking Developmental Courses by Core Course-Taking



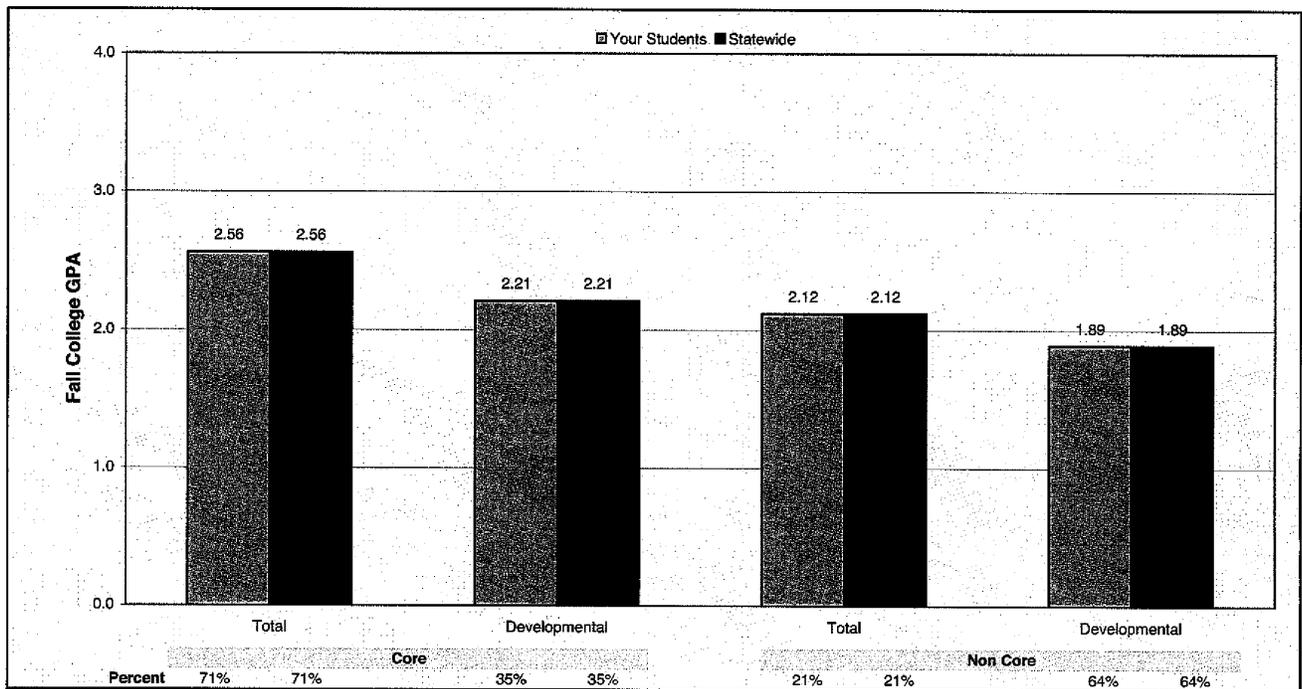
What This Chart Tells You:

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the core and non-core reference groups. Comparisons by campus are shown in Table 2 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 7b: Local and Statewide Fall College GPAs for All Students and for Students Taking Developmental Courses by Core Course-Taking



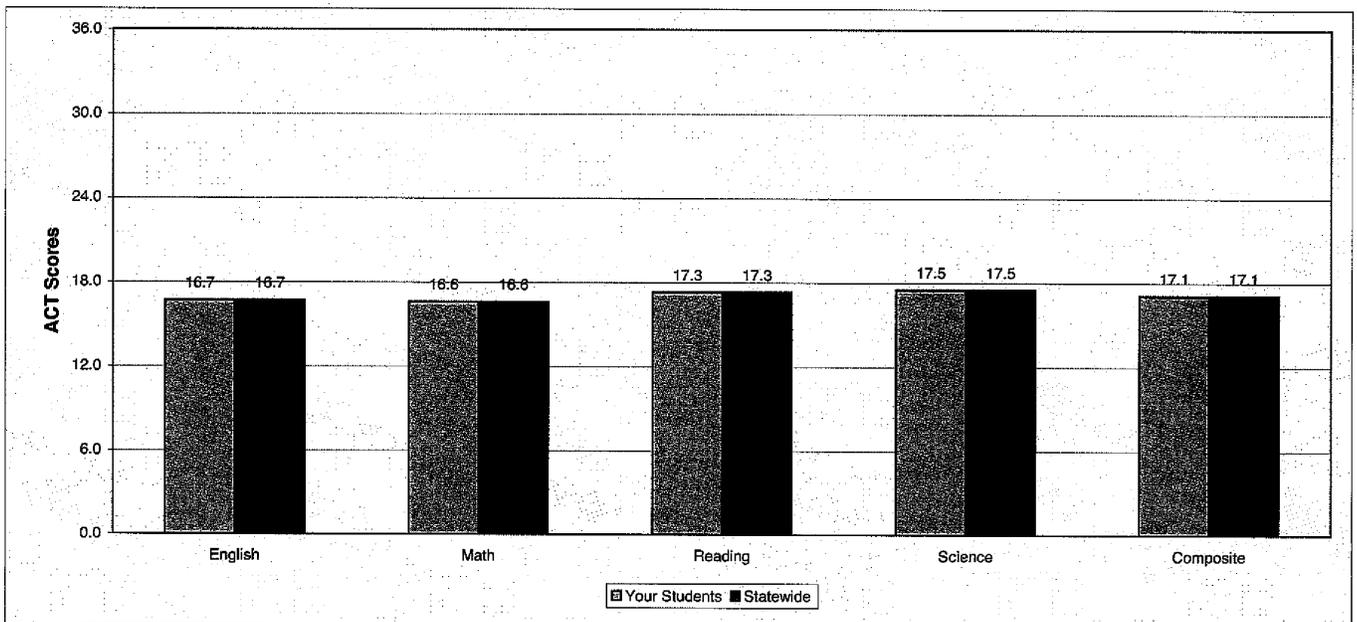
What This Chart Tells You:

On average, students who completed the recommended core coursework earned higher ACT scores, higher college freshman grades, and are less likely to be assigned to developmental courses. Students assigned to developmental courses earned lower scores and grades compared to all students. The percentage of students listed as developmental are based on the total number in the reference group. Comparisons by campus are shown in Table 2 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards Ranges, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.

Chart 8: Local and Statewide Average ACT Scores for Students Assigned to Developmental Coursework in College Across Test Subjects



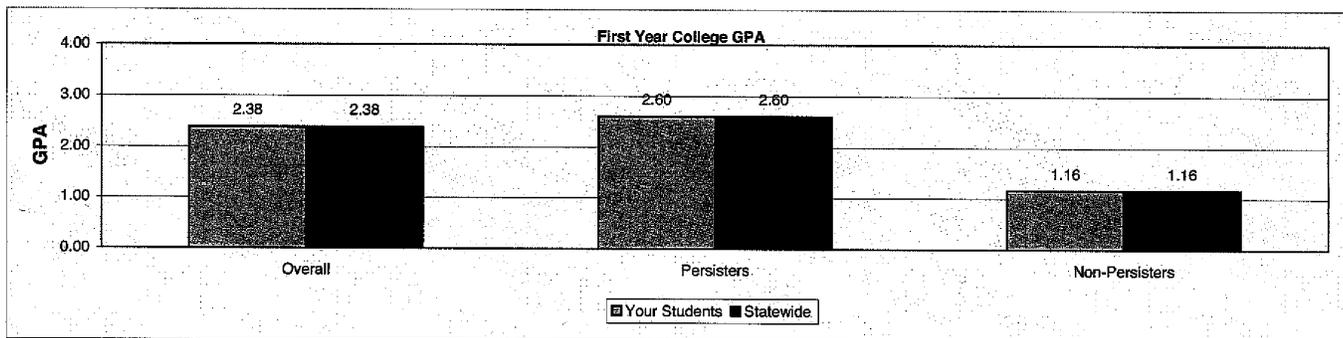
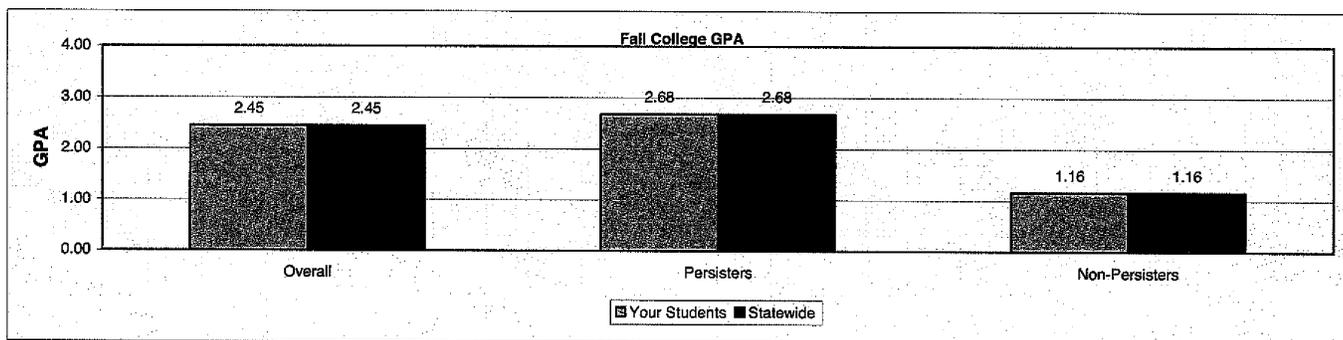
What This Chart Tells You:

Students who were identified as needing developmental coursework in college tend to earn lower ACT scores than those of all freshmen and are less likely to have taken the recommended rigorous coursework in high school. Comparisons by campus are shown in Tables 2 and 7 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Monitor students' achievement of college-readiness skills using EPAS-EXPLORE (grades 8/9), PLAN (grade 10), and ACT (grades 11/12).
3. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
4. Provide students with help both inside and outside the classroom (when needed) with tutors, teachers, and/or other helpers.

Chart 9: Local and Statewide Students Who Returned in the Spring Semester - Fall College GPA and First Year College GPA



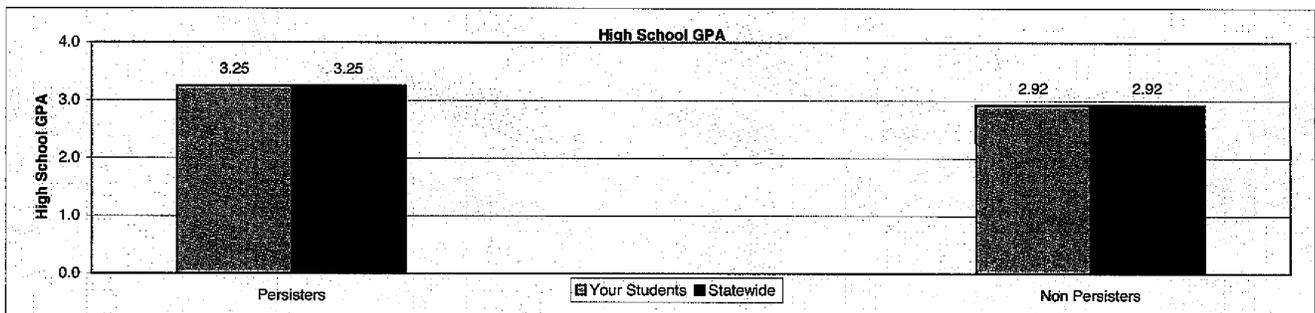
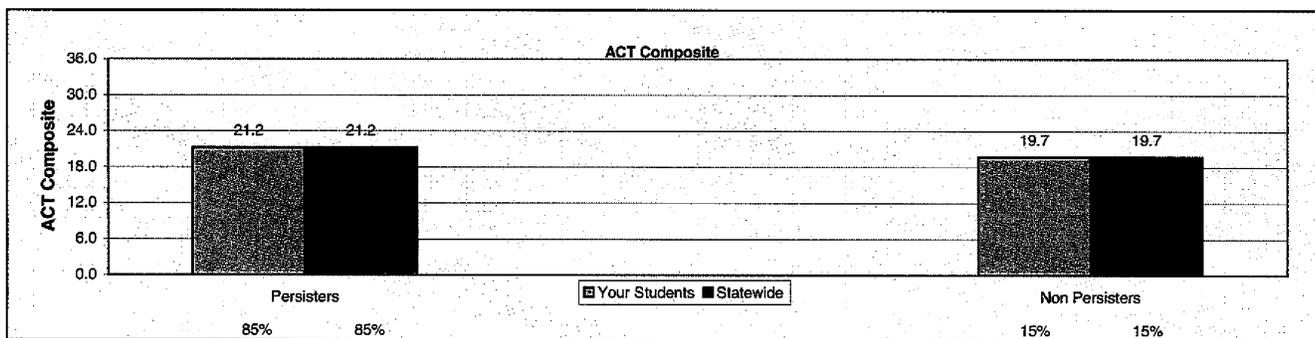
What This Chart Tells You:

This chart enables staff to compare your students to students statewide using first term GPA and first year GPA. Comparisons can be made for those who persisted into the spring semester with those who did not persist. Comparisons by campus are shown in Tables 1 and 8 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum. If scores and grades are not satisfactory, review your curriculum for rigor in the courses. Better academic readiness increases persistence.
2. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 10: Local and Statewide Students Who Returned to the Same Campus in the Spring Semester (Persisters) and Those Who Did Not Return (Non-Persisters)
 - ACT Composite Score and High School GPA



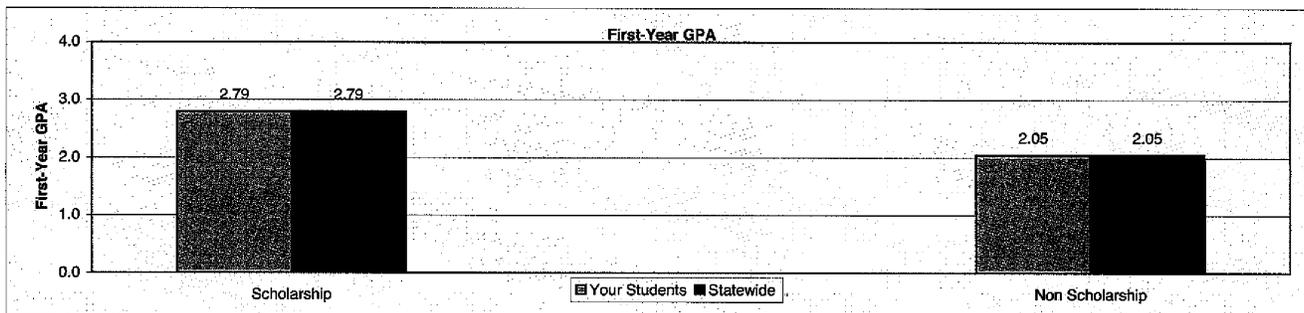
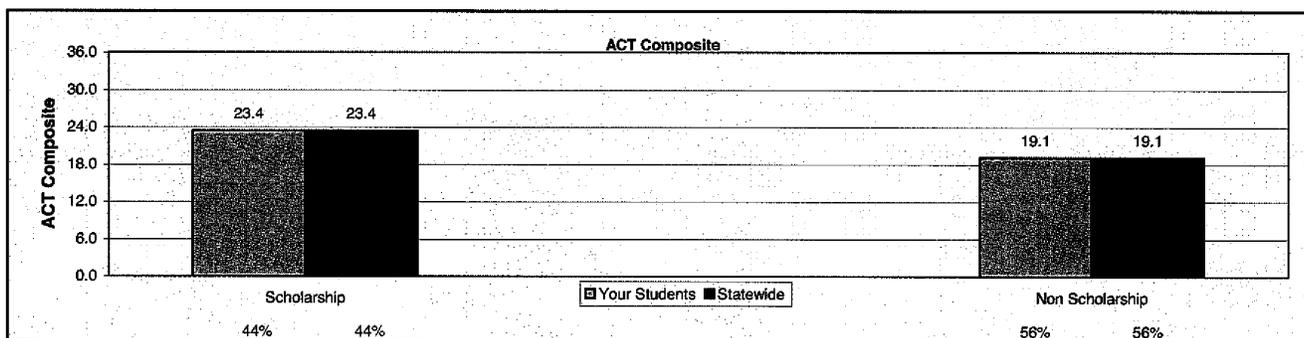
What This Chart Tells You:

Students who completed the freshman year of college and who returned for the spring semester tend to have higher ACT scores and higher high school grades than those who did not return. Comparisons by campus are shown in Table 8 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Chart 11: Local and Statewide Students Who Did/Did Not Receive a State Scholarship - ACT Composite Score and First-Year GPA



What This Chart Tells You:

Students who received State Scholarships tend to have higher ACT scores and higher first year college GPAs than those who did not. Comparisons by campus are shown in Table 9 (Appendix).

Your Next Steps:

1. Make sure all students are taking college-preparatory courses and are taught a rigorous college-oriented curriculum.
2. Using ACT's College Readiness Standards, reevaluate your current high school course objectives, syllabi, and lesson plans for rigorous college-oriented content.
3. Using ACT's College Readiness Standards, help teachers ensure that the skills needed to be successful in first-year college courses are being taught in their high school courses.

Appendix



Detailed Summary Information by Campus



Selected References and Resources

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Remarks: Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students similar to all student freshmen? Did your students tend to earn less/more credit hours? How did your students compare with other freshmen on fall college GPA and first-year GPA?

Code	Name	Your Students Average					All Enrolled Arkansas Students Average				
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
0144	UNIVERSITY OF ARKANSAS	1508	24.7	12.4	2.72	2.75	1508	24.7	12.4	2.72	2.75
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	22.4	12.4	2.61	2.56	1271	22.4	12.4	2.61	2.56
0116	ARKANSAS STATE UNIVERSITY	1150	21.3	12.2	2.62	2.52	1150	21.3	12.2	2.62	2.52
0114	ARKANSAS TECH UNIVERSITY	1028	22.0	12.2	2.55	2.48	1028	22.0	12.2	2.55	2.48
0122	UNIV OF ARKANSAS-FORT SMITH	659	21.1	11.3	2.37	2.24	659	21.1	11.3	2.37	2.24
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	20.3	9.8	2.38	2.30	569	20.3	9.8	2.38	2.30
0126	HENDERSON STATE UNIVERSITY	497	21.2	11.7	2.29	2.21	497	21.2	11.7	2.29	2.21
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	19.7	8.5	2.10	2.06	435	19.7	8.5	2.10	2.06
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	19.9	10.6	2.22	2.13	424	19.9	10.6	2.22	2.13
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	16.4	11.1	2.10	1.99	363	16.4	11.1	2.10	1.99
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	19.6	9.4	1.93	1.90	309	19.6	9.4	1.93	1.90
6364	PULASKI TECHNICAL COLLEGE	290	17.0	8.4	2.08	2.03	290	17.0	8.4	2.08	2.03
0142	SOUTHERN ARKANSAS UNIVERSITY	282	20.4	11.8	2.47	2.35	282	20.4	11.8	2.47	2.35
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	18.9	10.0	2.18	2.07	227	18.9	10.0	2.18	2.07
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	19.6	10.5	2.42	2.40	173	19.6	10.5	2.42	2.40
0115	NATIONAL PARK CC	109	18.2	11.5	2.36	2.20	109	18.2	11.5	2.36	2.20
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	17.6	10.1	2.45	2.42	108	17.6	10.1	2.45	2.42
0129	ARKANSAS NORTHEASTERN COLLEGE	107	18.2	9.3	2.26	2.16	107	18.2	9.3	2.26	2.16
4810	BLACK RIVER TECHNICAL COLLEGE	100	19.2	11.4	2.72	2.59	100	19.2	11.4	2.72	2.59
6011	MID-SOUTH COMMUNITY COLLEGE	84	17.4	8.8	2.21	2.02	84	17.4	8.8	2.21	2.02
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	17.1	11.8	2.39	2.28	80	17.1	11.8	2.39	2.28
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	20.1	9.0	1.95	1.88	73	20.1	9.0	1.95	1.88
6044	COSSATOT TECHNICAL COLLEGE	68	17.7	10.7	2.64	2.54	68	17.7	10.7	2.64	2.54
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	18.8	10.3	2.43	2.30	63	18.8	10.3	2.43	2.30
6026	OUACHITA TECHNICAL COLLEGE	62	18.5	11.3	2.53	2.37	62	18.5	11.3	2.53	2.37
5163	OZARKA COLLEGE	60	19.9	9.9	2.43	2.36	60	19.9	9.9	2.43	2.36
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	17.5	9.4	2.24	2.26	58	17.5	9.4	2.24	2.26
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	18.3	10.4	2.44	2.32	57	18.3	10.4	2.44	2.32
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	19.4	10.5	2.50	2.39	48	19.4	10.5	2.50	2.39
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	18.1	10.9	2.63	2.45	43	18.1	10.9	2.63	2.45
5568	SOUTHEAST ARKANSAS COLLEGE	37	17.8	10.3	2.25	2.13	37	17.8	10.3	2.25	2.13

Table 1: Summary Statistics for Your ACT-tested Students Compared to All Enrolled ACT-tested Students Statewide

Remarks: Table 1 allows you to address the following questions and evaluate the readiness of your students for college. Were average ACT composite scores for your students similar to all student freshmen? Did your students tend to earn less/more credit hours? How did your students compare with other freshmen on fall college GPA and first-year GPA?

Code	Name	Your Students Average					All Enrolled Arkansas Students Average				
		N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA	N	ACT Comp.	Credit Hrs	Fall GPA	Cum. GPA
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	17.8	11.1	2.63	2.34	29	17.8	11.1	2.63	2.34
-----	All Other Colleges	0	--	--	--	--	0	--	--	--	--
9999	All Institutions	10371	21.0	11.3	2.45	2.38	10371	21.0	11.3	2.45	2.38

Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework

Remarks: On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first semester of college, and earn higher first-term grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

Code	Name	Your Students						Your Students Taking Core					Your Students Not Taking Core				
		N	Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %
0144	UNIVERSITY OF ARKANSAS	1508	24.7	77	12.4	2.72	10	1159	24.9	12.6	2.76	9	203	24.2	11.7	2.64	10
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	22.4	76	12.4	2.61	26	966	22.8	12.8	2.70	22	219	20.3	11.3	2.31	44
0116	ARKANSAS STATE UNIVERSITY	1150	21.3	72	12.2	2.62	38	833	21.9	12.7	2.75	31	223	18.9	10.8	2.25	59
0114	ARKANSAS TECH UNIVERSITY	1028	22.0	75	12.2	2.55	34	772	22.6	12.8	2.66	26	168	19.7	10.2	2.09	61
0122	UNIV OF ARKANSAS-FORT SMITH	659	21.1	74	11.3	2.37	30	487	21.5	11.7	2.44	25	126	20.0	10.2	2.17	48
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	20.3	71	9.8	2.38	53	403	20.8	10.5	2.53	47	132	19.1	7.9	2.00	69
0126	HENDERSON STATE UNIVERSITY	497	21.2	76	11.7	2.29	33	377	21.6	12.2	2.39	29	84	19.6	9.9	1.87	51
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	19.7	66	8.5	2.10	59	288	20.4	8.8	2.19	51	114	18.1	7.9	1.97	81
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	19.9	72	10.6	2.22	47	306	20.5	11.3	2.43	40	82	18.1	8.6	1.65	72
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	383	16.4	62	11.1	2.10	91	224	17.1	11.7	2.28	87	110	15.1	10.1	1.78	98
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	19.6	70	9.4	1.93	54	215	20.4	10.3	2.11	44	81	17.4	6.9	1.49	80
6364	PULASKI TECHNICAL COLLEGE	290	17.0	61	8.4	2.08	80	178	17.5	8.9	2.13	78	91	16.1	7.3	1.90	85
0142	SOUTHERN ARKANSAS UNIVERSITY	282	20.4	71	11.8	2.47	47	200	21.1	12.1	2.56	36	54	17.9	10.6	2.20	78
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	18.9	64	10.0	2.18	71	145	19.3	10.5	2.29	68	66	18.0	8.5	1.88	79
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	19.6	66	10.5	2.42	59	114	20.4	11.0	2.52	49	42	17.9	9.6	2.18	76
0115	NATIONAL PARK CC	109	18.2	64	11.5	2.36	70	70	18.9	12.1	2.43	59	36	16.7	10.5	2.25	92
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	17.6	67	10.1	2.45	80	72	18.4	10.6	2.52	74	32	16.4	9.4	2.40	91
0129	ARKANSAS NORTHEASTERN COLLEGE	107	18.2	59	9.3	2.26	70	63	19.1	9.6	2.32	60	29	16.6	9.0	2.20	90
4810	BLACK RIVER TECHNICAL COLLEGE	100	19.2	70	11.4	2.72	62	70	19.7	11.7	2.76	56	20	17.7	10.5	2.37	80
6011	MID-SOUTH COMMUNITY COLLEGE	84	17.4	46	8.8	2.21	77	39	18.6	9.3	2.24	64	34	15.9	7.8	2.10	91
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	17.1	46	11.8	2.39	85	37	17.9	12.1	2.30	78	37	16.2	11.4	2.42	92
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	20.1	67	9.0	1.95	58	49	20.7	10.0	2.23	47	17	18.9	6.8	1.45	76
6044	COSSATOT TECHNICAL COLLEGE	68	17.7	62	10.7	2.64	68	42	18.5	11.1	2.84	80	20	16.1	10.0	2.37	80
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	18.8	65	10.3	2.43	63	41	19.8	10.8	2.58	54	17	16.8	9.4	2.08	82
6026	OUACHITA TECHNICAL COLLEGE	62	18.5	60	11.3	2.53	74	37	18.9	11.8	2.71	70	20	17.9	10.4	2.26	75
5163	OZARKA COLLEGE	60	19.9	67	9.9	2.43	57	40	20.2	10.6	2.49	55	13	18.9	8.7	2.43	69
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	17.5	57	9.4	2.24	79	33	18.6	10.5	2.43	67	22	16.1	8.3	2.07	95
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	18.3	68	10.4	2.44	70	39	18.4	10.3	2.47	69	15	18.2	10.1	2.28	67
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	19.4	73	10.5	2.50	60	35	19.9	11.5	2.66	54	12	17.9	8.2	2.15	75
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	18.1	67	10.9	2.63	74	29	18.8	11.2	2.74	66	11	16.0	10.7	2.51	100

Table 2: Summary Statistics for Your ACT-tested Students Who Did/Did Not Take Core Coursework

Remarks: On average, students who complete ACT recommended college preparatory coursework in high school (core) earn higher ACT composite scores, tend to earn more credit hours during the first semester of college, and earn higher first-term grades in college. Students who take core coursework in high school are also less likely to require developmental coursework during the first year of college. Proper college-readiness is strongly related to first-year college success. Every student should be challenged to take the necessary courses to be ready for college and the workplace.

Code Name	N	Your Students					Your Students Taking Core					Your Students Not Taking Core				
		Avg. ACT Comp.	% Taking Core	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %	N	Avg. ACT Comp.	Avg. Credit Hours	Avg. Fall GPA	Any Dev %
5568 SOUTHEAST ARKANSAS COLLEGE	37	17.8	51	10.3	2.25	73	19	17.9	11.7	2.55	74	12	17.3	7.4	1.52	75
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	29	17.8	52	11.1	2.63	83	15	17.6	10.1	2.69	80	12	18.1	12.1	2.33	92
---- All Other Colleges	0	--	--	--	--	--	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	10371	21.0	71	11.3	2.45	42	7397	21.7	11.8	2.56	35	2154	18.9	9.8	2.12	64

Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores

Remarks: As shown in the table, students who obtained the benchmark scores tended to earn higher grades in college and enrolled in more credit hours. Students become ready for college by taking rigorous coursework—especially in mathematics and science. Students who earn an English score of 18 or higher have at least a 50% chance of earning a B or higher in freshmen English composition. Students who earn a mathematics score of 22 or higher have a 50% chance or higher of earning a B or higher in college algebra. Students who earn a reading score of 21 or higher have a 50% chance or higher of earning a B or higher in college level social studies. Students who earn a science score of 24 or higher have a 50% chance or higher of earning a B or higher in college biology. Suggestions for improving ACT scores and college readiness skills are contained in the references given in the Appendix (pg. 23).

Code	Name	ACT Benchmark Scores																							
		English			Mathematics			Reading			Science														
		Less Than 18	18 or Higher		Less Than 22	22 or Higher		Less Than 21	21 or Higher		Less Than 24	24 or Higher													
N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS											
0144	UNIVERSITY OF ARKANSAS	46	1.98	11.2	1462	2.74	12.4	475	2.37	11.6	1033	2.88	12.7	348	2.41	11.9	1160	2.81	12.5	816	2.48	11.9	692	3.00	12.9
0118	UNIVERSITY OF CENTRAL ARKANSAS	234	2.12	10.6	1037	2.72	12.9	696	2.27	11.3	575	3.02	13.7	509	2.26	11.1	762	2.85	13.3	862	2.39	11.8	409	3.07	13.9
0116	ARKANSAS STATE UNIVERSITY	255	2.21	10.8	895	2.74	12.5	680	2.32	11.0	470	3.05	13.8	489	2.34	11.2	661	2.83	12.9	871	2.50	11.7	279	3.01	13.7
0114	ARKANSAS TECH UNIVERSITY	217	2.12	10.4	811	2.66	12.7	561	2.21	11.0	467	2.96	13.8	410	2.19	10.8	618	2.79	13.2	703	2.37	11.5	325	2.94	13.7
0122	UNIV OF ARKANSAS-FORT SMITH	148	2.10	9.5	511	2.45	11.8	383	2.19	10.3	276	2.63	12.7	324	2.18	10.2	335	2.57	12.4	500	2.27	10.7	159	2.69	13.1
0132	UNIVERSITY OF ARKANSAS AT LITTL	179	2.06	8.3	390	2.53	10.5	398	2.16	8.9	171	2.90	11.8	296	2.15	8.8	273	2.63	10.9	447	2.26	9.2	122	2.84	11.9
0126	HENDERSON STATE UNIVERSITY	106	1.90	9.8	391	2.40	12.2	308	2.04	10.8	189	2.70	13.1	213	2.04	10.8	284	2.48	12.4	378	2.18	11.2	119	2.63	13.2
4726	NORTHWEST ARKANSAS COMMUNIT	148	1.98	8.2	287	2.16	8.6	331	1.99	8.2	104	2.47	9.4	264	2.02	8.4	171	2.23	8.6	387	2.08	8.3	48	2.28	9.7
0117	ARKANSAS STATE UNIVERSITY-BEE	127	1.80	9.4	297	2.40	11.1	305	2.03	9.8	119	2.71	12.4	237	1.97	9.6	187	2.54	11.8	363	2.14	10.2	61	2.70	12.9
0108	UNIVERSITY OF ARKANSAS AT PINE	232	1.82	10.2	131	2.60	12.6	345	2.05	10.9	18	3.02	14.4	314	2.00	10.8	49	2.72	13.1	359	2.10	11.1	4	--	--
0110	UNIVERSITY OF ARKANSAS AT MON	103	1.39	7.0	206	2.20	10.5	220	1.70	8.4	89	2.52	11.6	182	1.66	8.3	127	2.33	10.9	264	1.83	8.9	45	2.54	12.0
6364	PULASKI TECHNICAL COLLEGE	159	1.93	7.7	131	2.27	9.2	270	2.08	8.3	20	2.18	9.4	223	2.02	8.1	67	2.29	9.2	278	2.09	8.4	12	1.94	8.8
0142	SOUTHERN ARKANSAS UNIVERSITY	82	2.15	10.6	200	2.60	12.3	192	2.30	11.2	90	2.83	13.1	158	2.33	11.4	124	2.65	12.2	243	2.39	11.5	39	2.99	13.4
5531	UNIV OF ARKANSAS COMM COLL-MC	94	2.08	10.0	133	2.24	10.0	184	2.14	9.8	43	2.35	10.9	150	2.17	10.2	77	2.18	9.5	206	2.16	9.9	21	2.30	10.5
0113	NORTH ARKANSAS COMMUNITYTEC	63	2.16	9.6	110	2.57	11.1	132	2.36	10.2	41	2.63	11.8	96	2.26	10.0	77	2.62	11.3	154	2.36	10.4	19	2.87	11.8
0115	NATIONAL PARK CC	51	2.12	10.7	58	2.56	12.2	97	2.31	11.3	12	2.74	12.9	83	2.31	11.2	26	2.51	12.3	102	2.32	11.3	7	2.87	13.6
0109	EAST ARKANSAS COMMUNITY COLL	58	2.29	9.7	50	2.62	10.5	95	2.35	9.8	13	3.16	11.6	85	2.31	9.8	23	2.93	11.0	101	2.40	10.0	7	3.12	10.7
0129	ARKANSAS NORTHEASTERN COLLE	49	2.06	8.7	58	2.43	9.8	95	2.30	9.4	12	1.98	8.1	73	2.17	9.0	34	2.47	10.0	101	2.28	9.3	6	2.03	9.3
4810	BLACK RIVER TECHNICAL COLLEGE	35	2.60	10.5	65	2.78	11.9	78	2.68	11.3	22	2.85	11.7	63	2.75	11.6	37	2.67	11.2	89	2.81	11.7	11	2.03	8.9
6011	MID-SOUTH COMMUNITY COLLEGE	44	2.37	8.8	40	2.04	8.9	74	2.22	8.8	10	2.13	9.2	62	2.34	9.0	22	1.84	8.2	79	2.28	9.0	5	1.16	6.4
6031	SOUTHERN ARKANSAS UNIVERSITY	49	2.32	11.3	31	2.51	12.7	74	2.35	11.6	6	2.90	14.8	61	2.42	11.8	19	2.30	11.9	79	2.38	11.7	1	--	--
4723	ARKANSAS STATE UNIVERSITY-MOU	20	1.41	6.1	53	2.15	10.1	56	1.91	8.4	17	2.10	10.8	36	1.64	7.2	37	2.25	10.7	61	1.97	8.8	12	1.85	9.8
6044	COSSATOT TECHNICAL COLLEGE	33	2.36	9.9	35	2.91	11.4	61	2.55	10.2	7	3.43	14.4	55	2.69	10.9	13	2.42	9.6	64	2.67	10.7	4	--	--
5161	UNIV OF ARKANSAS COMM COLL-BA	27	2.28	9.8	36	2.56	10.7	51	2.37	10.2	12	2.70	10.8	37	2.27	10.2	26	2.66	10.5	58	2.46	10.4	5	2.16	9.2
6026	OUACHITA TECHNICAL COLLEGE	27	2.34	10.3	35	2.67	12.0	49	2.46	10.8	13	2.79	12.8	43	2.40	11.0	19	2.80	11.8	60	2.51	11.1	2	--	--
5163	OZARKA COLLEGE	22	2.33	9.6	38	2.49	10.0	49	2.22	9.4	11	3.35	11.7	31	2.19	9.1	29	2.68	10.7	47	2.25	9.4	13	3.06	11.5
6609	SOUTH ARKANSAS COMMUNITY COL	34	1.95	8.3	24	2.65	11.1	47	2.12	9.0	11	2.75	11.3	43	2.10	8.7	15	2.64	11.7	52	2.14	8.9	6	3.07	14.0
6271	UNIVERSITY OF ARKANSAS COMM C	20	1.67	8.1	37	2.85	11.7	50	2.41	10.6	7	2.65	9.4	40	2.27	9.4	17	2.83	12.8	54	2.37	10.4	3	--	--
6207	RICH MOUNTAIN COMMUNITY COLLE	20	2.51	10.7	28	2.50	10.4	36	2.58	10.4	12	2.27	10.8	30	2.45	10.6	18	2.59	10.4	46	2.53	10.7	2	--	--
4720	ARKANSAS STATE UNIVERSITY-NEW	28	2.67	11.3	15	2.54	10.1	36	2.67	11.1	7	2.42	9.7	30	2.68	11.5	13	2.49	9.4	38	2.64	10.9	5	2.52	10.4

Table 3: Average Fall GPA and Hours Completed for Your ACT-tested Students by ACT College Readiness Benchmark Scores

Remarks: As shown in the table, students who obtained the benchmark scores tended to earn higher grades in college and enrolled in more credit hours. Students become ready for college by taking rigorous coursework—especially in mathematics and science. Students who earn an English score of 18 or higher have at least a 50% chance of earning a B or higher in freshmen English composition. Students who earn a mathematics score of 22 or higher have a 50% chance or higher of earning a B or higher in college algebra. Students who earn a reading score of 21 or higher have a 50% chance or higher of earning a B or higher in college level social studies. Students who earn a science score of 24 or higher have a 50% chance or higher of earning a B or higher in college biology. Suggestions for improving ACT scores and college readiness skills are contained in the references given in the Appendix (pg. 23).

Code Name	ACT Benchmark Scores																							
	English				Mathematics				Reading				Science											
	Less Than 18			18 or Higher			Less Than 22			22 or Higher			Less Than 21			21 or Higher			Less Than 24			24 or Higher		
	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS	N	CGPA	HRS
5568 SOUTHEAST ARKANSAS COLLEGE	17	2.44	10.7	20	2.08	10.0	32	2.16	10.1	5	2.78	11.6	28	2.16	10.3	9	2.51	10.6	37	2.25	10.3	0	--	--
0125 PHILLIPS COMMUNITY COLLEGE OF	16	2.71	12.3	13	2.53	9.7	27	2.57	11.1	2	--	--	19	2.77	12.3	10	2.36	9.0	28	2.62	11.1	1	--	--
----- All Other Colleges	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--	0	--	--
9999 All Institutions	2743	2.06	9.6	7628	2.59	11.9	6487	2.20	10.3	3884	2.86	12.9	5032	2.19	10.3	5339	2.69	12.2	7927	2.31	10.8	2444	2.89	13.0

Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take more rigorous coursework in mathematics tend to earn higher ACT mathematics scores, higher ACT composite scores, and higher first-term college grades. ACT recommends that all high school students complete 3 or more years of mathematics beyond pre-algebra in high school. Many colleges and universities now want students to have completed 4 years of mathematics while in high school. Many academic majors in the Associate of Science programs in community colleges also demand a strong background in high school mathematics. Encourage all students to take 4 years of mathematics in high school.

Code	Name	First-Term College Fall GPA by Mathematics Course Sequence Patterns									
		Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
0144	UNIVERSITY OF ARKANSAS	46	2.65	52	2.52	136	2.53	200	2.69	201	2.93
0118	UNIVERSITY OF CENTRAL ARKANSAS	54	2.10	132	1.96	135	2.59	152	3.06	97	3.21
0116	ARKANSAS STATE UNIVERSITY	54	1.89	167	2.21	122	2.59	110	2.89	140	3.15
0114	ARKANSAS TECH UNIVERSITY	45	2.05	129	2.05	109	2.38	108	2.90	75	3.17
0122	UNIV OF ARKANSAS-FORT SMITH	37	2.23	75	1.99	64	2.06	73	2.59	43	2.70
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	33	1.91	100	1.77	50	2.82	59	2.66	27	2.73
0126	HENDERSON STATE UNIVERSITY	19	1.40	62	1.86	74	2.32	59	2.61	30	2.77
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	38	1.61	77	2.11	40	1.99	54	2.65	9	2.38
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	25	1.26	92	1.69	27	2.61	28	2.71	18	2.58
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	50	1.72	86	1.74	33	2.53	9	2.01	29	2.91
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	27	1.31	60	1.42	39	2.14	24	2.62	19	2.96
6364	PULASKI TECHNICAL COLLEGE	28	1.44	65	2.16	19	2.36	11	2.48	7	2.39
0142	SOUTHERN ARKANSAS UNIVERSITY	18	2.08	49	2.06	32	2.44	35	2.78	16	3.09
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	17	1.74	43	2.00	23	2.47	19	2.21	9	2.57
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	16	2.24	48	2.02	18	2.68	17	2.23	14	3.02
0115	NATIONAL PARK CC	15	2.17	37	2.43	11	2.60	3	--	2	--
0109	EAST ARKANSAS COMMUNITY COLLEGE	14	2.14	28	2.59	8	2.28	11	3.19	2	--
0129	ARKANSAS NORTHEASTERN COLLEGE	7	1.57	26	2.24	12	1.80	4	--	5	2.25
4810	BLACK RIVER TECHNICAL COLLEGE	10	2.36	20	2.51	8	3.12	8	3.01	12	2.25
6011	MID-SOUTH COMMUNITY COLLEGE	10	2.30	25	2.00	12	2.50	4	--	2	--
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	11	2.12	33	2.27	3	--	9	2.19	1	--
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	5	0.54	15	1.69	5	2.11	7	1.86	1	--
6044	COSSATOT TECHNICAL COLLEGE	6	2.21	16	2.16	11	3.03	4	--	4	--
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	8	1.50	10	2.35	3	--	9	3.10	2	--
6026	OUACHITA TECHNICAL COLLEGE	8	2.38	13	2.48	7	2.88	2	--	1	--
5163	OZARKA COLLEGE	3	--	14	2.44	7	3.36	2	--	4	--
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	6	1.62	18	1.94	10	2.74	6	2.57	1	--
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	6	2.25	14	2.14	10	2.39	3	--	1	--

Table 4: Fall College GPA by Mathematics Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take more rigorous coursework in mathematics tend to earn higher ACT mathematics scores, higher ACT composite scores, and higher first-term college grades. ACT recommends that all high school students complete 3 or more years of mathematics beyond pre-algebra in high school. Many colleges and universities now want students to have completed 4 years of mathematics while in high school. Many academic majors in the Associate of Science programs in community colleges also demand a strong background in high school mathematics. Encourage all students to take 4 years of mathematics in high school.

Code Name	First-Term College Fall GPA by Mathematics Course Sequence Patterns									
	Less Than 3 yrs.		Algebra 1, Algebra 2, Geometry		Algebra 1, Algebra 2, Geometry, Trigonometry		Algebra 1, Algebra 2, Geometry, Trigonometry, Other Adv. Math		Algebra 1, Algebra 2, Geometry, Trigonometry, Calculus	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
6207 RICH MOUNTAIN COMMUNITY COLLEGE	4	--	12	1.71	2	--	4	--	4	--
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	4	--	12	2.71	6	2.55	5	2.82	1	--
5568 SOUTHEAST ARKANSAS COLLEGE	4	--	12	2.44	4	--	1	--	2	--
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	2	--	8	2.27	6	2.96	1	--	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--	0	--
9999 All Institutions	630	1.93	1550	2.03	1046	2.47	1041	2.75	779	2.98

Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take a more rigorous pattern of science courses earn higher grades during the first-term (fall) of college. ACT recommends that students take at least 3 years of science in high school. The ACT Science benchmark score of 24 is associated with a 50% chance or higher of earning a B or higher in college Biology. See "On Course for Success," referenced in the Appendix (pg. 23), for the science skills needed to be successful in college.

Code	Name	First-Term College Fall GPA by Science Course Sequence Patterns							
		Less Than 3 yrs.		General Science, Biology, Chemistry		General Science, Biology, Chemistry, Physics		Biology, Chemistry, Physics	
		N	CGPA	N	CGPA	N	CGPA	N	CGPA
0144	UNIVERSITY OF ARKANSAS	78	2.71	550	2.70	614	2.79	53	2.95
0118	UNIVERSITY OF CENTRAL ARKANSAS	120	2.15	535	2.63	441	2.78	41	2.41
0116	ARKANSAS STATE UNIVERSITY	138	2.08	475	2.63	389	2.89	16	2.67
0114	ARKANSAS TECH UNIVERSITY	86	1.86	443	2.59	343	2.75	15	2.78
0122	UNIV OF ARKANSAS-FORT SMITH	61	2.08	286	2.42	205	2.39	5	2.83
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	69	2.02	222	2.40	184	2.59	32	2.06
0126	HENDERSON STATE UNIVERSITY	41	1.81	212	2.28	167	2.51	16	1.55
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	59	1.92	218	2.15	86	2.31	9	1.72
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	49	1.39	223	2.31	97	2.56	2	--
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	66	1.85	137	2.15	93	2.28	17	2.62
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	53	1.45	162	2.05	67	2.18	1	--
6364	PULASKI TECHNICAL COLLEGE	54	2.05	101	2.05	68	2.26	34	1.97
0142	SOUTHERN ARKANSAS UNIVERSITY	39	2.09	132	2.53	75	2.62	0	--
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	46	1.89	108	2.28	43	2.21	0	--
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	34	2.15	78	2.52	41	2.48	0	--
0115	NATIONAL PARK CC	25	2.19	45	2.45	24	2.30	0	--
0109	EAST ARKANSAS COMMUNITY COLLEGE	21	2.38	40	2.73	30	2.18	4	--
0129	ARKANSAS NORTHEASTERN COLLEGE	23	2.07	46	2.42	19	2.06	0	--
4810	BLACK RIVER TECHNICAL COLLEGE	12	2.27	57	2.78	15	2.48	0	--
6011	MID-SOUTH COMMUNITY COLLEGE	27	1.98	28	2.43	17	2.05	0	--
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	30	2.49	19	2.19	16	2.44	0	--
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	12	1.23	39	2.16	10	2.38	1	--
6044	COSSATOT TECHNICAL COLLEGE	11	2.25	30	2.81	17	2.66	0	--
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	11	1.85	30	2.53	15	2.76	0	--
6026	OUACHITA TECHNICAL COLLEGE	16	2.15	25	2.65	14	2.88	0	--
5163	OZARKA COLLEGE	8	2.44	31	2.39	14	2.67	0	--
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	16	1.95	25	2.47	13	2.39	0	--
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	9	2.28	23	2.31	12	2.53	0	--
6207	RICH MOUNTAIN COMMUNITY COLLEGE	8	1.84	12	2.67	17	2.97	0	--

Table 5: Fall College GPA by Science Course Patterns Taken by Your ACT-tested Students

Remarks: Students who elect to take a more rigorous pattern of science courses earn higher grades during the first-term (fall) of college. ACT recommends that students take at least 3 years of science in high school. The ACT Science benchmark score of 24 is associated with a 50% chance or higher of earning a B or higher in college Biology. See "On Course for Success," referenced in the Appendix (pg. 23), for the science skills needed to be successful in college.

Code Name	First-Term College Fall GPA by Science Course Sequence Patterns							
	Less Than 3 yrs.		General Science, Biology, Chemistry		General Science, Biology, Chemistry, Physics		Biology, Chemistry, Physics	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	10	2.55	17	2.57	13	2.92	0	--
5568 SOUTHEAST ARKANSAS COLLEGE	7	1.76	18	2.10	4	--	0	--
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	8	2.24	8	3.02	7	2.23	0	--
----- All Other Colleges	0	--	0	--	0	--	0	--
9999 All Institutions	1247	2.08	4375	2.47	3170	2.64	246	2.42

Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges

Remarks: The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

Code Name	College Freshmen Fall GPA by ACT CRS Score Ranges											
	1-15		16-19		20-23		24-27		28-32		33-36	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
0144 UNIVERSITY OF ARKANSAS	7	1.55	123	2.35	515	2.40	469	2.71	334	3.22	80	3.59
0118 UNIVERSITY OF CENTRAL ARKANSAS	80	2.20	299	2.13	385	2.38	297	2.96	200	3.37	10	3.57
0116 ARKANSAS STATE UNIVERSITY	106	2.10	304	2.29	360	2.51	288	3.09	90	3.25	2	--
0114 ARKANSAS TECH UNIVERSITY	71	1.95	258	2.09	288	2.40	310	2.98	98	3.24	3	--
0122 UNIV OF ARKANSAS-FORT SMITH	38	1.85	202	2.18	250	2.37	127	2.64	42	3.01	0	--
0132 UNIVERSITY OF ARKANSAS AT LITTLE ROCK	86	1.85	183	2.18	155	2.43	105	2.77	39	3.19	1	--
0128 HENDERSON STATE UNIVERSITY	42	1.77	130	1.93	167	2.32	126	2.66	31	2.91	1	--
4726 NORTHWEST ARKANSAS COMMUNITY COLLEGE	46	1.88	173	1.94	154	2.14	56	2.62	5	2.27	1	--
0117 ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	52	1.41	143	2.10	155	2.32	66	2.77	8	3.22	0	--
0108 UNIVERSITY OF ARKANSAS AT PINE BLUFF	157	1.67	155	2.31	44	2.84	7	2.51	0	--	0	--
0110 UNIVERSITY OF ARKANSAS AT MONTICELLO	55	1.29	111	1.74	82	2.12	51	2.53	10	3.01	0	--
6364 PULASKI TECHNICAL COLLEGE	99	1.71	118	2.28	65	2.20	8	2.81	0	--	0	--
0142 SOUTHERN ARKANSAS UNIVERSITY	26	1.94	106	2.27	88	2.58	48	2.74	14	3.30	0	--
5531 UNIV OF ARKANSAS COMM COLL-MORRILTON	35	1.94	96	2.16	69	2.18	27	2.51	0	--	0	--
0113 NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	21	2.05	68	2.30	61	2.55	21	2.64	2	--	0	--
0115 NATIONAL PARK CC	25	2.32	50	2.21	25	2.50	7	2.77	2	--	0	--
0109 EAST ARKANSAS COMMUNITY COLLEGE	30	1.92	56	2.52	15	2.94	6	2.99	1	--	0	--
0129 ARKANSAS NORTHEASTERN COLLEGE	30	1.88	37	2.52	32	2.36	6	1.77	2	--	0	--
4810 BLACK RIVER TECHNICAL COLLEGE	14	2.48	37	2.66	38	2.83	11	2.83	0	--	0	--
6011 MID-SOUTH COMMUNITY COLLEGE	30	2.06	27	2.84	25	1.83	2	--	0	--	0	--
6031 SOUTHERN ARKANSAS UNIVERSITY TECH	23	2.36	40	2.33	16	2.55	1	--	0	--	0	--
4723 ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	6	1.67	27	1.47	27	2.37	11	2.40	2	--	0	--
6044 COSSATOT TECHNICAL COLLEGE	16	2.34	33	2.72	17	2.71	2	--	0	--	0	--
5161 UNIV OF ARKANSAS COMM COLL-BATESVILLE	9	1.74	29	2.52	21	2.61	4	--	0	--	0	--
6026 QUACHITA TECHNICAL COLLEGE	10	2.25	31	2.43	19	2.77	2	--	0	--	0	--
5163 OZARKA COLLEGE	6	1.65	22	2.45	20	2.24	11	3.01	1	--	0	--
6609 SOUTH ARKANSAS COMMUNITY COLLEGE	22	1.72	16	2.52	15	2.30	5	3.47	0	--	0	--
6271 UNIVERSITY OF ARKANSAS COMM COLL-HOPE	11	1.66	28	2.45	17	2.82	1	--	0	--	0	--
6207 RICH MOUNTAIN COMMUNITY COLLEGE	2	--	25	2.57	16	2.10	5	3.22	0	--	0	--
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	11	2.09	20	3.11	8	2.32	4	--	0	--	0	--

Table 6: Average Fall GPA for Your ACT-tested Students by ACT College Readiness Standards Score Ranges

Remarks: The ACT College Readiness Standards (CRS) Score Ranges are directly associated with average first semester grade point average. Higher scores are associated with higher grades. To help secondary school students develop better educational backgrounds, see the "College Readiness Standards", referenced in the Appendix. Depending on the score range, suggestions are provided to help students strengthen their skills to reach the next score range level. All secondary students can develop better college readiness by taking more rigorous courses in high school, which in turn leads to higher ACT test scores and better preparation for college.

Code Name	College Freshmen Fall GPA by ACT CRS Score Ranges											
	1-15		16-19		20-23		24-27		28-32		33-36	
	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA	N	CGPA
5568 SOUTHEAST ARKANSAS COLLEGE	10	2.27	18	2.20	6	2.21	3	--	0	--	0	--
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	11	2.55	10	2.63	5	2.55	2	--	1	--	0	--
---- All Other Colleges	0	--	0	--	0	--	0	--	0	--	0	--
9999 All Institutions	1187	1.88	2975	2.21	3160	2.40	2089	2.83	882	3.23	78	3.57

Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework

Remarks: Colleges have different standards for assigning incoming freshmen to developmental coursework. Generally, lower ACT scores are associated with students assigned to developmental courses. ACT recommends all students take rigorous courses in high school to reduce the risk of being assigned to developmental courses in college. The data in this table enable staff to determine how many ACT-tested graduates were assigned to one or more developmental courses at each postsecondary institution. The content of courses taken in high school courses should be designed to help build readiness skills to take college level courses. The "College Readiness Standards" (referenced in the Appendix) provides suggestions for improving college readiness skills.

Code Name	N	Average ACT Scores				
		English	Mathematics	Reading	Science	Composite
0144 UNIVERSITY OF ARKANSAS	148	20.2	18.3	19.8	19.3	19.6
0118 UNIVERSITY OF CENTRAL ARKANSAS	333	17.5	16.1	18.0	17.8	17.5
0116 ARKANSAS STATE UNIVERSITY	433	16.9	16.6	17.7	17.7	17.3
0114 ARKANSAS TECH UNIVERSITY	346	16.8	17.1	17.5	18.1	17.5
0122 UNIV OF ARKANSAS-FORT SMITH	197	17.0	16.9	17.7	18.1	17.5
0132 UNIVERSITY OF ARKANSAS AT LITTLE ROCK	304	16.6	16.6	17.2	17.4	17.1
0126 HENDERSON STATE UNIVERSITY	165	16.7	16.5	17.5	17.3	17.1
4726 NORTHWEST ARKANSAS COMMUNITY COLLEGE	257	17.0	17.5	17.6	18.1	17.7
0117 ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	199	16.7	16.5	17.5	17.5	17.2
0108 UNIVERSITY OF ARKANSAS AT PINE BLUFF	330	15.3	15.8	15.8	16.2	15.9
0110 UNIVERSITY OF ARKANSAS AT MONTICELLO	166	16.2	16.5	16.9	16.8	16.8
6364 PULASKI TECHNICAL COLLEGE	231	15.2	15.6	16.2	16.3	16.0
0142 SOUTHERN ARKANSAS UNIVERSITY	132	17.0	17.1	17.4	17.8	17.4
5531 UNIV OF ARKANSAS COMM COLL-MORRILTON	162	17.2	17.2	18.0	17.9	17.7
0113 NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	102	16.8	17.4	17.7	17.4	17.5
0115 NATIONAL PARK CC	76	16.3	16.5	16.7	17.1	16.7
0109 EAST ARKANSAS COMMUNITY COLLEGE	86	16.3	16.3	16.6	16.4	16.5
0129 ARKANSAS NORTHEASTERN COLLEGE	75	15.9	15.9	16.7	16.7	16.4
4810 BLACK RIVER TECHNICAL COLLEGE	62	16.9	17.2	17.1	17.5	17.3
6011 MID-SOUTH COMMUNITY COLLEGE	65	15.6	16.4	16.9	16.8	16.5
6031 SOUTHERN ARKANSAS UNIVERSITY TECH	68	15.6	16.4	16.4	16.5	16.3
4723 ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	42	17.5	17.2	18.3	18.3	17.9
6044 COSSATOT TECHNICAL COLLEGE	46	15.3	16.3	17.1	17.3	16.6
5161 UNIV OF ARKANSAS COMM COLL-BATESVILLE	40	16.1	17.2	16.9	17.9	17.0
6026 OUACHITA TECHNICAL COLLEGE	46	16.7	16.5	18.0	18.1	17.4
5163 OZARKA COLLEGE	34	17.7	16.9	18.4	18.4	18.0
6609 SOUTH ARKANSAS COMMUNITY COLLEGE	46	15.3	16.1	16.6	16.8	16.3
6271 UNIVERSITY OF ARKANSAS COMM COLL-HOPE	40	17.0	16.6	16.8	17.5	17.1
6207 RICH MOUNTAIN COMMUNITY COLLEGE	29	16.5	17.0	18.0	18.3	17.6
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	32	15.6	16.8	17.0	16.5	16.6

Table 7: Summary Statistics for Your ACT-tested Students Who Were Identified as Needing Developmental Coursework

Remarks: Colleges have different standards for assigning incoming freshmen to developmental coursework. Generally, lower ACT scores are associated with students assigned to developmental courses. ACT recommends all students take rigorous courses in high school to reduce the risk of being assigned to developmental courses in college. The data in this table enable staff to determine how many ACT-tested graduates were assigned to one or more developmental courses at each postsecondary institution. The content of courses taken in high school courses should be designed to help build readiness skills to take college level courses. The "College Readiness Standards" (referenced in the Appendix) provides suggestions for improving college readiness skills.

Code	Name	N	Average ACT Scores				Composite
			English	Mathematics	Reading	Science	
5568	SOUTHEAST ARKANSAS COLLEGE	27	15.8	15.3	15.6	16.9	16.1
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	24	16.3	15.7	17.4	16.9	16.8
----	All Other Colleges	0	--	--	--	--	--
9999	All Institutions	4343	16.7	16.6	17.3	17.5	17.1

Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester

Remarks: Nationally about 25% of first-term college students do not return to the same college in year 2. Persisters tend to have higher ACT scores, higher high school grades, and higher first-year college grades. To increase a student's chances of staying in college, all students need to take rigorous coursework in high school. Such academic preparation leads to higher test scores, better grades, and better college-readiness skills. Suggestions for the proper courses to take in high school and the recommended content covered in those courses are referenced in "College Readiness Standards" in the Appendix.

Code Name	N	Persisters					Non-Persisters				
		% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
0144 UNIVERSITY OF ARKANSAS	1508	1388	41	3.61	2.83	24.8	120	21	3.36	1.40	23.1
0118 UNIVERSITY OF CENTRAL ARKANSAS	1271	1114	27	3.35	2.78	22.5	157	17	3.07	1.43	21.5
0116 ARKANSAS STATE UNIVERSITY	1150	988	21	3.33	2.85	21.6	162	10	2.95	1.22	19.9
0114 ARKANSAS TECH UNIVERSITY	1028	876	26	3.36	2.78	22.3	152	14	2.99	1.21	20.1
0122 UNIV OF ARKANSAS-FORT SMITH	659	559	18	3.38	2.62	21.2	100	12	3.12	0.99	20.7
0132 UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	482	18	3.09	2.63	20.6	87	7	2.83	0.97	18.7
0126 HENDERSON STATE UNIVERSITY	497	393	19	3.26	2.58	21.4	104	13	2.90	1.19	20.5
4726 NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	344	6	3.01	2.37	19.7	91	8	2.82	1.10	19.5
0117 ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	352	9	3.00	2.50	20.1	72	6	2.77	0.86	19.0
0108 UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	286	0	2.78	2.38	16.5	77	0	2.42	1.05	15.8
0110 UNIVERSITY OF ARKANSAS AT MONTICELLO	309	244	12	3.13	2.18	19.7	65	8	2.96	1.00	18.9
6364 PULASKI TECHNICAL COLLEGE	290	234	0	2.71	2.36	16.9	56	4	2.67	0.94	17.6
0142 SOUTHERN ARKANSAS UNIVERSITY	282	232	11	3.17	2.70	20.5	50	6	2.97	1.41	20.0
5531 UNIV OF ARKANSAS COMM COLL-MORRILTON	227	178	6	3.07	2.54	18.9	49	4	2.85	0.86	19.1
0113 NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	133	8	3.13	2.71	19.7	40	8	2.93	1.46	19.0
0115 NATIONAL PARK CC	109	87	2	2.88	2.60	18.1	22	5	2.89	1.40	18.7
0109 EAST ARKANSAS COMMUNITY COLLEGE	108	97	3	2.94	2.54	17.4	11	9	2.98	1.53	19.7
0129 ARKANSAS NORTHEASTERN COLLEGE	107	88	2	3.07	2.58	18.3	19	11	2.80	0.64	17.6
4810 BLACK RIVER TECHNICAL COLLEGE	100	89	3	3.06	2.89	19.0	11	18	2.97	1.36	20.5
6011 MID-SOUTH COMMUNITY COLLEGE	84	68	3	2.89	2.48	17.3	16	0	2.53	0.99	17.8
6031 SOUTHERN ARKANSAS UNIVERSITY TECH	80	71	1	2.77	2.54	17.4	9	0	2.45	1.13	15.1
4723 ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	59	8	2.91	2.25	20.2	14	14	2.66	0.73	19.9
6044 COSSATOT TECHNICAL COLLEGE	68	57	2	3.09	2.90	17.8	11	0	2.67	1.32	17.1
5161 UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	58	0	2.91	2.57	18.9	5	20	2.45	0.79	18.0
6026 OUACHITA TECHNICAL COLLEGE	62	50	2	2.94	2.75	18.3	12	0	2.85	1.58	19.1
5163 OZARKA COLLEGE	60	50	8	3.04	2.76	20.1	10	10	2.64	0.77	19.0
6609 SOUTH ARKANSAS COMMUNITY COLLEGE	58	49	8	2.93	2.43	17.5	9	0	2.89	1.23	17.3
6271 UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	50	2	3.19	2.64	18.4	7	0	2.61	0.99	17.0
6207 RICH MOUNTAIN COMMUNITY COLLEGE	48	39	3	3.14	2.82	19.3	9	0	3.00	1.13	19.6

Table 8: Summary Statistics for Your ACT-tested Students Who Returned/Did Not Return for the Spring Semester

Remarks: Nationally about 25% of first-term college students do not return to the same college in year 2. Persisters tend to have higher ACT scores, higher high school grades, and higher first-year college grades. To increase a student's chances of staying in college, all students need to take rigorous coursework in high school. Such academic preparation leads to higher test scores, better grades, and better college-readiness skills. Suggestions for the proper courses to take in high school and the recommended content covered in those courses are referenced in "College Readiness Standards" in the Appendix.

Code Name	N	Persisters						Non-Persisters			
		N	% Meeting All Four Benchmarks	Average			N	% Meeting All Four Benchmarks	Average		
				HS GPA	Fall GPA	ACT Comp			HS GPA	Fall GPA	ACT Comp
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	43	35	9	3.06	3.00	18.0	8	0	2.90	1.00	18.8
5568 SOUTHEAST ARKANSAS COLLEGE	37	32	0	2.57	2.43	17.6	5	0	2.04	1.07	19.2
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	29	21	5	2.68	3.01	17.9	8	0	2.44	1.63	17.6
----- All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	10371	8803	20	3.25	2.68	21.2	1568	10	2.92	1.16	19.7

Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship

Remarks: The state provides scholarships to students based on specific criteria. This table summarizes selected statistics on those graduates who did/did not receive state scholarship funds. The comparisons are made on the number who completed the recommended core coursework in high school, high school GPA, Fall College GPA, and average ACT Composite score.

Code	Name	N	Scholarship				No Scholarship					
			% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp		
0144	UNIVERSITY OF ARKANSAS	1508	740	58	3.77	3.00	26.7	768	22	3.42	2.45	22.8
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	609	49	3.63	3.09	25.2	662	5	3.02	2.17	19.7
0116	ARKANSAS STATE UNIVERSITY	1150	628	33	3.63	3.07	23.9	522	2	2.84	2.08	18.2
0114	ARKANSAS TECH UNIVERSITY	1028	643	37	3.61	2.95	24.0	385	3	2.80	1.88	18.5
0122	UNIV OF ARKANSAS-FORT SMITH	659	0	--	--	--	--	659	17	3.35	2.37	21.1
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	323	28	3.31	2.75	22.6	246	1	2.70	1.90	17.4
0126	HENDERSON STATE UNIVERSITY	497	244	34	3.38	2.56	23.8	253	1	2.99	2.03	18.8
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	55	13	3.36	2.60	21.4	380	5	2.91	2.03	19.4
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	217	16	3.21	2.63	22.0	207	1	2.71	1.79	17.7
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	157	1	3.00	2.56	17.5	206	0	2.47	1.75	15.6
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	196	17	3.33	2.27	21.3	113	0	2.71	1.34	16.5
6364	PULASKI TECHNICAL COLLEGE	290	8	0	2.66	1.92	15.0	282	1	2.70	2.09	17.1
0142	SOUTHERN ARKANSAS UNIVERSITY	282	185	15	3.34	2.65	22.0	97	0	2.71	2.13	17.2
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	122	9	3.27	2.44	20.4	105	1	2.72	1.87	17.2
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	79	18	3.35	2.79	21.8	94	0	2.85	2.11	17.6
0115	NATIONAL PARK CC	109	32	6	3.30	2.60	20.3	77	1	2.70	2.25	17.4
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	63	6	3.09	2.63	18.0	45	0	2.74	2.19	17.0
0129	ARKANSAS NORTHEASTERN COLLEGE	107	54	7	3.23	2.38	19.3	53	0	2.78	2.15	17.0
4810	BLACK RIVER TECHNICAL COLLEGE	100	50	10	3.30	2.66	20.6	50	0	2.81	2.78	17.7
6011	MID-SOUTH COMMUNITY COLLEGE	84	18	6	3.21	2.44	19.9	66	2	2.69	2.14	16.7
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	7	0	2.47	2.18	16.7	73	1	2.76	2.42	17.1
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	0	--	--	--	--	73	10	2.86	1.95	20.1
6044	COSSATOT TECHNICAL COLLEGE	68	39	0	3.23	2.96	18.2	29	3	2.74	2.21	17.1
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	22	0	3.36	2.90	20.5	41	2	2.65	2.18	17.9
8026	OUACHITA TECHNICAL COLLEGE	62	0	--	--	--	--	62	2	2.92	2.53	18.5
5163	OZARKA COLLEGE	60	41	12	3.16	2.72	20.8	19	0	2.56	1.81	18.1
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	0	--	--	--	--	58	7	2.93	2.24	17.5
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	50	2	3.24	2.58	18.7	7	0	2.28	1.41	15.1
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	26	4	3.24	2.74	19.6	22	0	2.92	2.23	19.1

Table 9: Summary Statistics for Your ACT-tested Students Who Did/Did Not Receive a State Scholarship

Remarks: The state provides scholarships to students based on specific criteria. This table summarizes selected statistics on those graduates who did/did not receive state scholarship funds. The comparisons are made on the number who completed the recommended core coursework in high school, high school GPA, Fall College GPA, and average ACT Composite score.

Code Name	N	Scholarship					No Scholarship				
		N	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp	N	% Meeting All Four Benchmarks	HS GPA	Average Fall GPA	ACT Comp
4720 ARKANSAS STATE UNIVERSITY-NEWPORT	43	0	--	--	--	--	43	7	3.04	2.63	18.1
5568 SOUTHEAST ARKANSAS COLLEGE	37	2	--	--	--	--	35	0	2.44	2.19	17.6
0125 PHILLIPS COMMUNITY COLLEGE OF THE UA	29	0	--	--	--	--	29	3	2.61	2.63	17.8
----- All Other Colleges	0	0	--	--	--	--	0	--	--	--	--
9999 All Institutions	10371	4610	32	3.50	2.84	23.4	5761	7	2.95	2.13	19.1

Suggested References for Developing College Readiness Skills

A. On Course for Success: A Close Look at Selected High School Courses That Prepare All Students for College

<http://www.act.org/path/policy/reports/success.html>

B. Preparing All High School Students for College and Work: What High-Performing High Schools Are Teaching

<http://www.act.org/news/releases/2005/2-23-05.html>

C. Crisis at the Core: Preparing All Students for College and Work

<http://www.act.org/path/policy/reports/crisis.html>

D. The following website provides information about ACT's College Readiness Standards and how they can be used to link assessment to instruction for ACT's EPAS programs.

<http://www.act.org/standard>



High School-to-College
Success Report : Custom Addendum

Arkansas

2007-2008 Freshmen

ACT Code: 049999
All High School Composite

*How well are Arkansas high schools preparing students
for success in Arkansas postsecondary institutions?*

ACT[®]

Addendum Table 1: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses

Remarks: The criteria for assignment of students to a developmental (remedial) course is an ACT score below 19 in English, Mathematics, or Reading.

Code	Name	N	Any Developmental		English				Mathematics				Reading			
			N	%	College	Developmental	N	%	College	Developmental	N	%	College	Developmental		
0144	UNIVERSITY OF ARKANSAS	1508	148	10	1479	98	29	2	1410	94	98	6	1468	97	40	3
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	333	26	1234	97	37	3	954	75	317	25	1202	95	69	5
0116	ARKANSAS STATE UNIVERSITY	1150	433	38	926	81	224	19	803	70	347	30	924	80	226	20
0114	ARKANSAS TECH UNIVERSITY	1028	346	34	827	80	201	20	761	74	267	26	842	82	186	18
0122	UNIV OF ARKANSAS-FORT SMITH	659	197	30	572	87	87	13	502	76	157	24	584	89	75	11
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	304	53	382	67	187	33	338	59	231	41	387	68	182	32
0126	HENDERSON STATE UNIVERSITY	497	165	33	405	81	92	19	360	72	137	28	410	82	87	18
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	257	59	298	69	137	31	231	53	204	47	302	69	133	31
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	199	47	313	74	111	26	254	60	170	40	335	79	89	21
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	330	91	105	29	258	71	60	17	303	83	98	27	265	73
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	166	54	203	66	106	34	176	57	133	43	206	67	103	33
6364	PULASKI TECHNICAL COLLEGE	290	231	80	147	51	143	49	72	25	218	75	147	51	143	49
0142	SOUTHERN ARKANSAS UNIVERSITY	282	132	47	205	73	77	27	186	66	96	34	210	74	72	26
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	162	71	143	63	84	37	76	33	151	67	150	66	77	34
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	102	59	111	64	62	36	98	57	75	43	116	67	57	33
0115	NATIONAL PARK CC	109	76	70	59	54	50	46	38	35	71	65	73	67	36	33
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	86	80	51	47	57	53	33	31	75	69	54	50	54	50
0129	ARKANSAS NORTHEASTERN COLLEGE	107	75	70	66	62	41	38	37	35	70	65	66	62	41	38
4810	BLACK RIVER TECHNICAL COLLEGE	100	62	62	60	60	40	40	53	53	47	47	61	61	39	39
6011	MID-SOUTH COMMUNITY COLLEGE	84	65	77	41	49	43	51	25	30	59	70	46	55	38	45
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	68	85	32	40	48	60	19	24	61	76	33	41	47	59
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	42	58	51	70	22	30	40	55	33	45	53	73	20	27
6044	COSSATOT TECHNICAL COLLEGE	68	46	68	36	53	32	47	29	43	39	57	40	59	28	41
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	40	63	41	65	22	35	32	51	31	49	40	63	23	37
6026	OUACHITA TECHNICAL COLLEGE	62	46	74	37	60	25	40	17	27	45	73	45	73	17	27
5163	OZARKA COLLEGE	60	34	57	37	62	23	38	34	57	26	43	45	75	15	25
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	46	79	26	45	32	55	18	31	40	69	28	48	30	52
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	40	70	40	70	17	30	28	49	29	51	36	63	21	37
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	29	60	33	69	15	31	30	63	18	38	37	77	11	23
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	32	74	17	40	26	60	18	42	25	58	26	60	17	40
5568	SOUTHEAST ARKANSAS COLLEGE	37	27	73	19	51	18	49	11	30	26	70	20	54	17	46

Addendum Table 1: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses

Remarks: The criteria for assignment of students to a developmental (remedial) course is an ACT score below 19 in English, Mathematics, or Reading.

Code	Name	N	Any Developmental		English				Mathematics				Reading			
			N	%	College		Developmental		College		Developmental		College		Developmental	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	24	83	10	34	19	66	7	24	22	76	11	38	18	62
Total counts across institutions		10371	4343	42	8006	77	2365	23	6750	65	3621	35	8095	78	2276	22

Addendum Table 2: Summary Statistics for Your ACT-tested Students Who Were Placed in Any Developmental Courses by Academic Preparation

Remarks: The Smart Core curriculum (22 units) consists of 4 units of English, 1/2 unit of Oral Communication, 4 units of Mathematics beyond Pre-Algebra, 3 units of Science including a Lab Experience, 3 units of Social Studies, 1/2 unit of Physical Education, Health and Safety, Fine Arts, and 6 units of Career Focus.

Code	Name	N	Less than Smart Core		High School Course Patterns		More than Smart Core	
			Any Developmental	%	Smart Core	Any Developmental	Any Developmental	%
0144	UNIVERSITY OF ARKANSAS	1508	0	0%	0	0%	0	0%
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	0	0%	0	0%	0	0%
0116	ARKANSAS STATE UNIVERSITY	1150	0	0%	0	0%	0	0%
0114	ARKANSAS TECH UNIVERSITY	1028	0	0%	0	0%	0	0%
0122	UNIV OF ARKANSAS-FORT SMITH	659	0	0%	0	0%	0	0%
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	0	0%	0	0%	0	0%
0126	HENDERSON STATE UNIVERSITY	497	0	0%	0	0%	0	0%
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	0	0%	0	0%	0	0%
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	0	0%	0	0%	0	0%
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	0	0%	0	0%	0	0%
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	0	0%	0	0%	0	0%
6364	PULASKI TECHNICAL COLLEGE	290	0	0%	0	0%	0	0%
0142	SOUTHERN ARKANSAS UNIVERSITY	282	0	0%	0	0%	0	0%
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	0	0%	0	0%	0	0%
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	0	0%	0	0%	0	0%
0115	NATIONAL PARK CC	109	0	0%	0	0%	0	0%
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	0	0%	0	0%	0	0%
0129	ARKANSAS NORTHEASTERN COLLEGE	107	0	0%	0	0%	0	0%
4810	BLACK RIVER TECHNICAL COLLEGE	100	0	0%	0	0%	0	0%
6011	MID-SOUTH COMMUNITY COLLEGE	84	0	0%	0	0%	0	0%
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	0	0%	0	0%	0	0%
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	0	0%	0	0%	0	0%
6044	COSSATOT TECHNICAL COLLEGE	68	0	0%	0	0%	0	0%
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	0	0%	0	0%	0	0%
6026	OUACHITA TECHNICAL COLLEGE	62	0	0%	0	0%	0	0%
5163	OZARKA COLLEGE	60	0	0%	0	0%	0	0%
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	0	0%	0	0%	0	0%
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	0	0%	0	0%	0	0%
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	0	0%	0	0%	0	0%
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	0	0%	0	0%	0	0%
5568	SOUTHEAST ARKANSAS COLLEGE	37	0	0%	0	0%	0	0%

Addendum Table 2: Summary Statistics for Your ACT-tested Students Who Were Placed in Any Developmental Courses by Academic Preparation

Remarks: The Smart Core curriculum (22 units) consists of 4 units of English, 1/2 unit of Oral Communication, 4 units of Mathematics beyond Pre-Algebra, 3 units of Science including a Lab Experience, 3 units of Social Studies, 1/2 unit of Physical Education, Health and Safety, Fine Arts, and 6 units of Career Focus.

Code	Name	N	Less than Smart Core Any Developmental		High School Course Patterns Smart Core Any Developmental		More than Smart Core Any Developmental	
			N	%	N	%	N	%
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	0	0%	0	0%	0	0%
Total counts across institutions		10371	0	0%	0	0%	0	0%

Addendum Table 3: Distribution of ACT Scores of Your ACT-tested Students Who Enrolled in College

Remarks: Generally, students with high test scores are more successful in college.

Code	Name	N	English						Mathematics						Reading					
			1-15	16-18	19	20-23	24-27	28-36	1-15	16-18	19	20-23	24-27	28-36	1-15	16-18	19	20-23	24-27	28-36
0144	UNIVERSITY OF ARKANSAS	1508	19	57	57	434	444	497	14	159	89	418	520	308	46	131	46	411	365	509
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	143	133	79	333	278	305	120	330	95	287	307	132	130	184	55	341	254	307
0116	ARKANSAS STATE UNIVERSITY	1150	163	136	84	343	246	178	139	307	100	279	256	69	155	182	44	320	268	181
0114	ARKANSAS TECH UNIVERSITY	1028	132	126	74	271	243	182	72	266	77	261	262	90	123	152	47	272	223	211
0122	UNIV OF ARKANSAS-FORT SMITH	659	87	97	44	246	114	71	46	190	47	190	162	24	91	131	40	185	118	94
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	120	93	44	136	103	73	107	176	52	117	87	30	110	100	33	152	106	68
0126	HENDERSON STATE UNIVERSITY	497	89	58	30	151	131	58	48	147	47	126	109	20	57	78	34	136	112	80
4726	NORTH-WEST ARKANSAS COMMUNITY COLLEGE	435	96	70	45	150	48	26	41	172	43	124	47	8	94	85	27	129	55	45
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	84	61	27	151	78	23	70	129	40	112	66	7	70	83	32	142	62	35
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	179	74	32	58	18	2	155	151	20	29	8	0	175	88	21	55	16	8
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	71	52	24	89	50	23	58	98	28	75	43	7	72	56	21	83	42	35
6364	PULASKI TECHNICAL COLLEGE	290	124	55	25	65	18	3	115	110	19	37	9	0	114	63	19	67	23	4
0142	SOUTHERN ARKANSAS UNIVERSITY	282	48	46	22	86	47	33	36	81	32	75	52	6	48	61	18	75	43	37
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	59	47	19	71	24	7	37	98	15	58	19	0	52	47	23	55	38	12
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	40	34	13	57	25	4	21	59	17	58	16	2	32	44	7	46	33	11
0115	NATIONAL PARK CC	109	35	27	10	27	4	6	22	55	6	21	3	2	34	27	5	28	9	6
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	37	29	6	22	13	1	32	49	6	15	6	0	36	27	5	30	6	4
0129	ARKANSAS NORTHEASTERN COLLEGE	107	38	18	8	25	15	3	34	40	13	16	4	0	29	24	7	25	14	8
4810	BLACK RIVER TECHNICAL COLLEGE	100	22	23	14	25	14	2	11	40	13	24	12	0	24	23	8	26	11	8
6011	MID-SOUTH COMMUNITY COLLEGE	84	36	16	7	18	7	0	25	35	5	16	3	0	36	14	6	18	8	2
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	32	19	7	16	6	0	22	40	5	10	3	0	25	26	3	20	6	0
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	13	11	4	29	14	2	7	31	7	19	7	2	11	15	4	23	12	8
6044	COSSATOT TECHNICAL COLLEGE	68	28	7	9	19	5	0	14	32	7	12	3	0	19	22	4	17	4	2
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	16	13	8	19	7	0	7	28	7	18	3	0	18	8	7	21	4	5
6026	OUACHITA TECHNICAL COLLEGE	62	19	16	3	16	8	0	15	27	6	6	6	2	15	15	3	24	3	2
5163	OZARKA COLLEGE	60	12	14	3	18	10	3	7	27	5	12	9	0	10	10	7	17	8	8
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	24	12	2	13	6	1	24	19	1	6	8	0	24	11	4	13	3	3
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	12	13	6	23	3	0	14	21	8	13	1	0	17	11	5	21	2	1
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	11	10	8	14	5	0	8	16	3	14	7	0	10	10	3	16	7	2
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	15	13	4	8	3	0	9	19	2	11	2	0	13	8	6	8	3	5
5568	SOUTHEAST ARKANSAS COLLEGE	37	15	5	5	8	4	0	17	10	3	4	3	0	14	11	0	8	3	1

Addendum Table 3: Distribution of ACT Scores of Your ACT-tested Students Who Enrolled in College

Remarks: Generally, students with high test scores are more successful in college.

Code	Name	N	English						Mathematics						Reading					
			1-15	16-18	19	20-23	24-27	28-36	1-15	16-18	19	20-23	24-27	28-36	1-15	16-18	19	20-23	24-27	28-36
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	10	9	0	7	2	1	12	12	1	3	0	1	10	6	0	8	2	3
Total counts across institutions		10371	1809	1394	723	2948	1993	1504	1359	2974	819	2486	2043	710	1714	1753	544	2792	1883	1705
Percent across institutions		100	17	13	7	28	19	15	13	29	8	24	20	7	17	17	5	27	18	16

Addendum Table 4: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Math Course Sequence Taken

Remarks: Students who take more rigorous patterns of courses in mathematics are less likely to require developmental (remedial) course assignment in college.

Key: A1 = Algebra 1, A2 = Algebra 2, G = Geometry, T = Trigonometry

Code	Name	N	High School Mathematics Taken									
			Less Than A1, A2, G *		A1, A2, G *		A1, A2, G, T *		Other combinations of 4 years of math *		Other combinations of 5 or more years of math *	
			College	Developmental	College	Developmental	College	Developmental	College	Developmental	College	Developmental
0144	UNIVERSITY OF ARKANSAS	1508	42	4	38	14	124	12	754	25	106	1
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	26	28	54	78	114	21	433	59	51	7
0116	ARKANSAS STATE UNIVERSITY	1150	16	38	71	96	92	30	358	56	34	5
0114	ARKANSAS TECH UNIVERSITY	1028	18	27	52	77	90	19	322	22	47	4
0122	UNIV OF ARKANSAS-FORT SMITH	659	18	19	40	35	55	9	218	18	15	4
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	10	23	35	65	34	17	155	32	26	6
0126	HENDERSON STATE UNIVERSITY	497	8	11	25	37	63	11	152	25	13	2
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	5	33	18	59	27	13	80	27	10	2
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	5	20	31	61	21	6	71	17	7	4
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	4	46	6	80	13	20	23	52	4	9
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	7	20	22	38	27	12	68	19	7	2
6364	PULASKI TECHNICAL COLLEGE	290	5	23	10	55	8	11	17	21	2	6
0142	SOUTHERN ARKANSAS UNIVERSITY	282	7	11	13	36	23	9	79	9	7	0
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	1	16	9	34	10	13	28	18	2	4
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	4	12	20	28	14	4	36	10	2	0
0115	NATIONAL PARK CC	109	2	13	8	29	6	5	8	5	3	0
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	1	14	7	21	4	4	8	13	1	2
0129	ARKANSAS NORTHEASTERN COLLEGE	107	1	7	5	21	7	5	8	8	0	0
4810	BLACK RIVER TECHNICAL COLLEGE	100	1	9	10	10	5	3	20	7	0	1
6011	MID-SOUTH COMMUNITY COLLEGE	84	0	10	2	23	9	3	5	6	0	0
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	1	11	4	30	1	2	7	7	1	2
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	2	3	7	8	3	2	9	4	4	1
6044	COSSATOT TECHNICAL COLLEGE	68	0	6	3	13	8	3	9	4	1	1
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	0	8	2	8	1	2	15	3	2	0
6026	OUACHITA TECHNICAL COLLEGE	62	1	7	3	10	4	3	3	6	0	0
5163	OZARKA COLLEGE	60	1	2	7	7	6	1	6	5	0	2
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	1	5	3	15	6	4	5	4	1	0
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	3	3	7	7	6	4	5	5	0	1
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	1	3	7	5	1	1	9	3	1	1
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	0	4	2	10	4	2	8	2	0	0
5568	SOUTHEAST ARKANSAS COLLEGE	37	1	3	1	11	3	1	2	2	0	0

Addendum Table 4: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Math Course Sequence Taken

Remarks: Students who take more rigorous patterns of courses in mathematics are less likely to require developmental (remedial) course assignment in college.

Key: A1 = Algebra 1, A2 = Algebra 2, G = Geometry, T = Trigonometry

Code	Name	N	High School Mathematics Taken									
			Less Than A1, A2, G *		A1, A2, G *		A1, A2, G, T *		Other combinations of 4 years of math *		Other combinations of 5 or more years of math *	
			College	Developmental	College	Developmental	College	Developmental	College	Developmental	College	Developmental
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	0	2	1	7	0	6	4	2	0	0
Total counts across institutions		10371	192	441	523	1028	789	258	2925	496	347	67
Percent across institutions			2	4	5	10	8	2	28	5	3	1

Addendum Table 5: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School English Course Sequence Taken

Remarks: Generally, taking more English courses in high school will better prepare students for college-level English.

Code	Name	N	High School English Taken							
			Less Than 4 years of English		Eng 9, Eng 10, Eng 11, Eng 12		Eng 9, Eng 10, Eng 11, Eng 12, & Other Eng		No English Information	
			College	Developmental	College	Developmental	College	Developmental	College	Developmental
0144	UNIVERSITY OF ARKANSAS	1508	109	2	803	18	422	5	145	4
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	79	6	774	23	293	5	88	3
0116	ARKANSAS STATE UNIVERSITY	1150	53	15	537	172	261	18	75	19
0114	ARKANSAS TECH UNIVERSITY	1028	39	17	518	126	212	28	58	30
0122	UNIV OF ARKANSAS-FORT SMITH	659	48	5	354	61	130	14	40	7
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	26	11	251	146	83	17	22	13
0126	HENDERSON STATE UNIVERSITY	497	25	6	247	65	105	13	28	8
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	17	16	211	96	53	8	17	17
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	14	7	226	83	50	8	23	13
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	6	13	69	192	24	28	6	25
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	15	13	131	81	48	8	9	4
6364	PULASKI TECHNICAL COLLEGE	290	9	9	112	107	18	13	8	14
0142	SOUTHERN ARKANSAS UNIVERSITY	282	6	4	120	55	61	8	18	10
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	8	6	105	64	20	8	10	6
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	5	2	83	45	16	5	7	10
0115	NATIONAL PARK CC	109	3	2	46	44	7	4	3	0
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	2	2	37	43	12	8	0	4
0129	ARKANSAS NORTHEASTERN COLLEGE	107	3	4	41	26	14	4	8	7
4810	BLACK RIVER TECHNICAL COLLEGE	100	2	2	42	28	12	4	4	6
6011	MID-SOUTH COMMUNITY COLLEGE	84	1	4	27	32	4	3	9	4
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	0	1	22	38	6	6	4	3
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	4	3	32	16	10	1	5	2
6044	COSSATOT TECHNICAL COLLEGE	68	2	3	20	22	11	4	3	3
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	1	0	28	18	9	2	3	2
6026	OUACHITA TECHNICAL COLLEGE	62	4	1	26	20	5	1	2	3
5163	OZARKA COLLEGE	60	2	1	24	16	7	3	4	3
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	2	1	16	27	7	2	1	2
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	5	1	27	12	5	3	3	1
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	0	1	26	11	7	2	0	1
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	0	1	12	19	3	5	2	1
5568	SOUTHEAST ARKANSAS COLLEGE	37	1	1	12	12	4	1	2	4

Addendum Table 5: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School English Course Sequence Taken

Remarks: Generally, taking more English courses in high school will better prepare students for college-level English.

Code	Name	N	High School English Taken							
			Less Than 4 years of English		Eng 9, Eng 10, Eng 11, Eng 12		Eng 9, Eng 10, Eng 11, Eng 12, & Other Eng		No English Information	
			College	Developmental	College	Developmental	College	Developmental	College	Developmental
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	0	3	5	15	4	0	1	1
Total counts across institutions		10371	491	163	4984	1733	1923	239	608	230
Percent across institutions			5	2	48	17	19	2	6	2

Addendum Table 6: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School GPA Range

Remarks: This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT high school grade averages (based on self-reported grades).

Code	Name	N	High School GPA Ranges																	
			Less than 2.99						3.00 - 3.49						3.50 or higher					
			English		Mathematics		Reading		English		Mathematics		Reading		English		Mathematics	Reading		
Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev					
0144	UNIVERSITY OF ARKANSAS	1508	133	12	128	17	137	8	447	12	395	64	438	21	899	5	887	17	893	11
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	339	24	165	198	318	45	371	10	281	100	363	18	521	3	506	18	519	5
0116	ARKANSAS STATE UNIVERSITY	1150	204	156	141	219	200	160	266	60	232	94	272	54	456	8	430	34	452	12
0114	ARKANSAS TECH UNIVERSITY	1028	147	140	112	175	167	120	260	45	230	75	252	53	420	16	419	17	423	13
0122	UNIV OF ARKANSAS-FORT SMITH	659	95	23	83	35	99	19	181	15	162	34	178	18	227	8	224	11	225	10
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	115	135	95	155	127	123	146	44	126	64	144	46	121	8	117	12	116	13
0126	HENDERSON STATE UNIVERSITY	497	112	65	85	92	116	61	129	23	113	39	128	24	164	4	162	6	166	2
4726	NORTH-WEST ARKANSAS COMMUNITY COLLEGE	435	117	83	79	121	125	75	100	37	84	53	100	37	62	9	60	11	58	13
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	114	81	86	109	129	66	126	27	103	50	133	20	73	3	65	11	73	3
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	34	199	14	219	41	192	24	34	16	42	22	36	40	11	27	24	30	21
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	44	72	39	77	49	67	76	29	63	42	76	29	74	3	66	11	74	3
6364	PULASKI TECHNICAL COLLEGE	290	77	127	33	171	83	121	48	12	22	38	42	18	21	4	16	9	21	4
0142	SOUTHERN ARKANSAS UNIVERSITY	282	51	54	45	60	55	50	66	20	58	28	67	19	83	1	80	4	83	1
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	47	53	18	82	50	50	61	28	30	59	63	26	33	3	28	8	35	1
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	34	47	30	51	37	44	44	13	37	20	48	9	33	2	31	4	31	4
0115	NATIONAL PARK CC	109	24	29	10	43	30	23	17	12	13	16	24	5	9	1	9	1	9	1
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	18	39	13	44	24	33	19	15	12	22	19	15	14	3	8	9	11	6
0129	ARKANSAS NORTHEASTERN COLLEGE	107	23	22	8	37	18	27	24	17	16	25	29	12	17	1	12	6	17	1
4810	BLACK RIVER TECHNICAL COLLEGE	100	23	25	16	32	20	28	21	8	18	11	22	7	16	7	19	4	19	4
6011	MID-SOUTH COMMUNITY COLLEGE	84	13	19	10	22	15	17	14	5	6	13	14	5	6	1	6	1	6	1
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	15	40	7	48	16	39	11	5	7	9	11	5	6	3	5	4	6	3
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	26	15	17	24	29	12	18	6	15	9	18	6	7	1	8	0	6	2
6044	COSSATOT TECHNICAL COLLEGE	68	15	16	11	20	18	13	9	14	8	15	10	13	12	2	10	4	12	2
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	16	17	12	21	17	16	13	3	10	6	13	3	8	0	5	3	5	3
6026	OUACHITA TECHNICAL COLLEGE	62	12	21	3	30	21	12	18	4	9	13	17	5	7	0	5	2	7	0
5163	OZARKA COLLEGE	60	11	17	10	18	17	11	15	6	14	7	17	4	11	0	10	1	11	0
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	8	22	6	24	10	20	7	9	5	11	7	9	11	1	7	5	11	1
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	7	13	8	12	9	11	22	3	11	14	17	8	10	1	8	3	9	2
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	8	6	9	5	9	5	16	6	14	8	17	5	7	0	6	1	6	1
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	2	13	3	12	6	9	11	10	12	9	15	6	3	2	3	2	4	1
5568	SOUTHEAST ARKANSAS COLLEGE	37	14	16	7	23	15	15	3	2	2	3	3	2	2	0	2	0	2	0

Addendum Table 6: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School GPA Range

Remarks: This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT high school grade averages (based on self-reported grades).

Code	Name	N	High School GPA Ranges																	
			Less than 2.99			3.00 - 3.49			3.50 or higher											
			English	Mathematics	Reading	English	Mathematics	Reading	English	Mathematics	Reading									
Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev									
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	5	16	5	16	6	15	3	2	2	3	3	2	2	1	0	3	2	1
Total counts across institutions		10371	1903	1617	1308	2212	2013	1507	2586	536	2126	996	2582	540	3375	112	3241	246	3342	145
Percent across institutions			18	16	13	21	19	15	25	5	20	10	25	5	33	1	31	2	32	1

Addendum Table 7: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Rank

Remarks: This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT self-reported class rank.

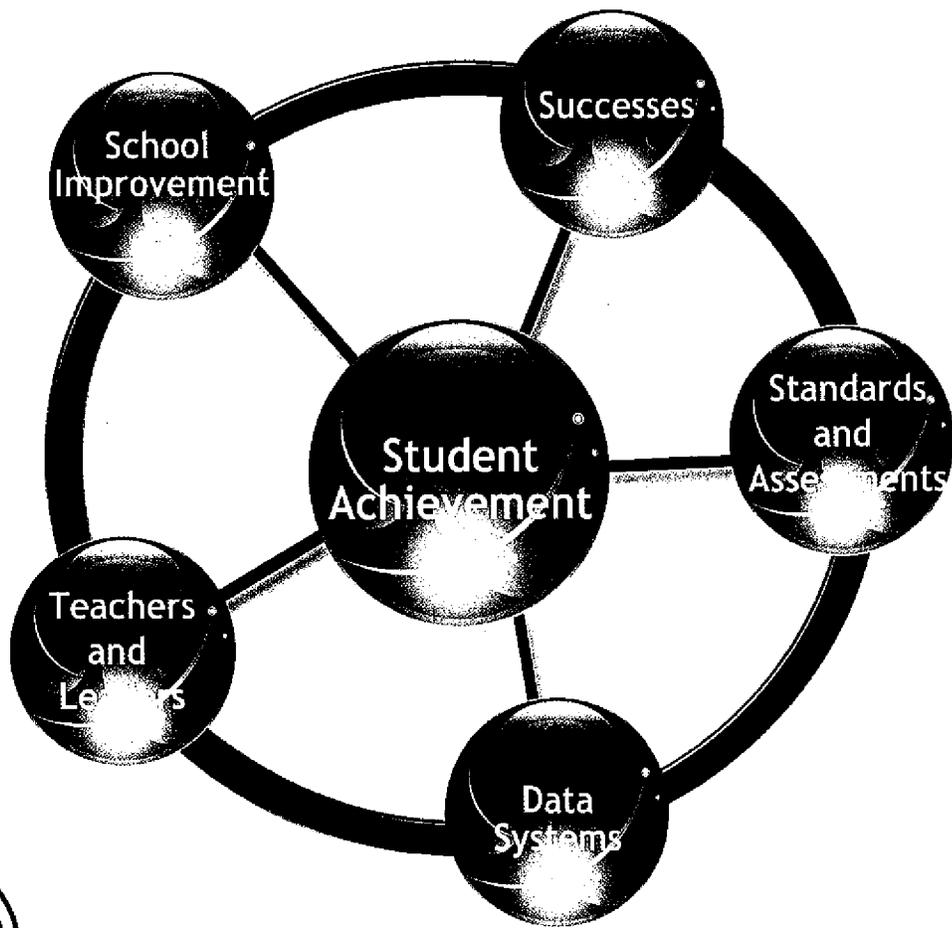
Code	Name	N	High School Class Rank																	
			Bottom Half						Third Quarter						Top (Fourth) Quarter					
			English		Mathematics		Reading		English		Mathematics		Reading		English		Mathematics	Reading		
Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev			
0144	UNIVERSITY OF ARKANSAS	1508	44	2	36	10	40	6	326	12	305	33	326	12	857	7	834	30	851	13
0118	UNIVERSITY OF CENTRAL ARKANSAS	1271	121	8	51	78	114	15	375	18	244	149	361	32	565	6	526	45	559	12
0116	ARKANSAS STATE UNIVERSITY	1150	69	70	55	84	83	56	256	90	199	147	249	97	475	25	433	67	465	35
0114	ARKANSAS TECH UNIVERSITY	1028	49	57	37	69	54	52	216	74	185	105	224	66	470	32	453	49	467	35
0122	UNIV OF ARKANSAS-FORT SMITH	659	64	33	43	54	73	24	179	31	149	61	184	26	247	12	236	23	248	11
0132	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	569	38	55	31	62	45	48	131	78	112	97	137	72	166	25	151	40	161	30
0126	HENDERSON STATE UNIVERSITY	497	39	22	28	33	44	17	117	46	96	67	117	46	193	12	187	18	194	11
4726	NORTHWEST ARKANSAS COMMUNITY COLLEGE	435	51	47	29	69	59	39	124	56	97	83	118	62	76	10	66	20	77	9
0117	ARKANSAS STATE UNIVERSITY-BEEBE BRANCH	424	38	36	24	50	45	29	121	48	97	72	128	41	118	10	105	23	120	8
0108	UNIVERSITY OF ARKANSAS AT PINE BLUFF	363	17	88	5	100	21	84	26	102	15	113	27	101	49	28	33	44	39	38
0110	UNIVERSITY OF ARKANSAS AT MONTICELLO	309	15	36	14	37	20	31	57	46	51	52	61	42	112	6	95	23	103	15
6364	PULASKI TECHNICAL COLLEGE	290	30	49	11	68	35	44	60	52	31	81	61	51	33	18	18	33	30	21
0142	SOUTHERN ARKANSAS UNIVERSITY	282	18	21	13	26	21	18	56	37	53	40	62	31	98	9	92	15	97	10
5531	UNIV OF ARKANSAS COMM COLL-MORRILTON	227	21	25	5	41	23	23	55	35	25	65	58	32	37	13	29	21	41	9
0113	NORTH ARKANSAS COMMUNITY/TECHNICAL COLL	173	14	15	13	16	15	14	41	24	38	27	46	19	45	11	38	18	44	12
0115	NATIONAL PARK CC	109	11	19	4	26	16	14	29	19	19	29	35	13	14	6	10	10	15	5
0109	EAST ARKANSAS COMMUNITY COLLEGE	108	4	15	2	17	7	12	14	30	11	33	18	26	30	11	17	24	27	14
0129	ARKANSAS NORTHEASTERN COLLEGE	107	7	5	3	9	7	5	-17	13	7	23	13	17	28	11	19	20	33	6
4810	BLACK RIVER TECHNICAL COLLEGE	100	6	11	3	14	8	9	22	13	19	16	19	16	23	10	23	10	26	7
6011	MID-SOUTH COMMUNITY COLLEGE	84	4	14	3	15	6	12	14	15	4	25	14	15	17	7	13	11	19	5
6031	SOUTHERN ARKANSAS UNIVERSITY TECH	80	4	15	2	17	3	16	16	24	9	31	18	22	10	5	8	7	10	5
4723	ARKANSAS STATE UNIVERSITY-MOUNTAIN HOME	73	7	7	4	10	6	8	18	8	12	14	21	5	16	6	16	6	16	6
6044	COSSATOT TECHNICAL COLLEGE	68	8	5	6	7	7	6	12	18	9	21	14	16	13	4	9	8	14	3
5161	UNIV OF ARKANSAS COMM COLL-BATESVILLE	63	5	7	3	9	5	7	17	6	12	11	16	7	14	3	12	5	14	3
6026	QUACHITA TECHNICAL COLLEGE	62	5	8	0	13	7	6	18	11	10	19	24	5	13	4	7	10	13	4
5163	OZARKA COLLEGE	60	5	7	3	9	7	5	9	6	9	6	11	4	17	4	16	5	19	2
6609	SOUTH ARKANSAS COMMUNITY COLLEGE	58	1	13	0	14	2	12	10	11	7	14	11	10	13	5	9	9	14	4
6271	UNIVERSITY OF ARKANSAS COMM COLL-HOPE	57	3	4	2	5	3	4	19	8	12	15	17	10	16	2	12	6	14	4
6207	RICH MOUNTAIN COMMUNITY COLLEGE	48	7	6	6	7	8	5	11	5	10	6	12	4	11	2	9	4	11	2
4720	ARKANSAS STATE UNIVERSITY-NEWPORT	43	1	5	0	6	3	3	7	8	8	7	10	5	7	7	8	6	9	5
5568	SOUTHEAST ARKANSAS COLLEGE	37	7	7	2	12	6	8	6	4	6	4	7	3	1	0	1	0	1	0

Addendum Table 7: Summary Statistics for Your ACT-tested Students Who Were Placed in College-level or Developmental Courses by High School Rank

Remarks: This table show the number of students who were assigned to college-level / developmental coursework in English, Mathematics, or Reading by ACT self-reported class rank.

Code	Name	N	High School Class Rank																	
			Bottom Half						Third Quarter						Top (Fourth) Quarter					
			English		Mathematics		Reading		English		Mathematics		Reading		English		Mathematics	Reading		
Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev	Coll	Dev					
0125	PHILLIPS COMMUNITY COLLEGE OF THE UA	29	1	3	0	4	1	3	4	12	4	12	3	13	4	2	2	4	5	1
Total counts across institutions		10371	714	715	438	991	794	635	2383	960	1865	1478	2422	921	3788	313	3487	614	3756	345
Percent across institutions			7	7	4	10	8	6	23	9	18	14	23	9	37	3	34	6	36	3

Appendix D



**Memorandum of Understanding
For the 2009-10 Academic Year
Between
The Arkansas Department of Education and Teach For America, Inc.**

The purpose of this Memorandum of Understanding is to formalize the partnership between the Arkansas Department of Education (ADE) and Teach For America, Inc. (TFA).

WHEREAS, the ADE seeks to recruit qualified new teachers for hard to staff districts and schools in the Delta and to equip them with the ongoing support and professional development necessary to ensure that they succeed in the classroom;

WHEREAS, Teach For America has a proven history of successfully recruiting, training, and professionally developing high quality teachers who are specifically equipped to positively impact student achievement in under-resourced communities and developing a pipeline of people with the potential to serve as future leaders in the Delta and beyond; and

BOTH PARTIES HEREBY RESOLVE to enter into this Memorandum of Understanding to continue using the Delta region of Arkansas as a placement site for teachers participating in Teach For America for the 2009-10 academic year.

I. Responsibilities of the Arkansas Department of Education:

A. Hiring and Placement Process:

1. Facilitate the following goals at the district level:

- a.) Teach For America teachers will be hired to fill provisional or initial licensure areas across the full range of grade levels and subject matters, including non-critical shortage areas where a highly qualified, suitable AR teacher cannot be found locally or by relocation to fill the teaching vacancy.
- b.) When possible Teach For America teachers will be "clustered" in groups of at least two or more at individual schools with an eye toward continuity in a school and district over time. That said, district administrators will guide the desired balance of TFA and non-TFA teaching staff in any given year, keeping in mind that the ADE requests that a majority of their staff should remain highly-qualified, effective, veteran teachers as opposed to novice teachers.

c.) Teach For America teachers will be placed within districts in numbers adequate to impact their students' academic achievement and to create synergy around the district's reform efforts.

d.) Teach For America teachers will receive the same salary and benefits as other full-time licensed first-year teachers. Teach For America teachers returning for their second year of service will have the same seniority rights and salary as other full-time licensed second-year teachers.

2. Help TFA identify districts in the Delta with significant needs for Teach For America's services and to facilitate communication with those potential placement areas including superintendents and principals when incoming numbers allow for expansion to new districts:

a.) Give partnership priority to districts that are contiguous or near current partnering districts that meet TFA's needs profile.

b.) Make sure superintendents and principals remain current on licensure requirements and procedures, e.g., when appropriate, have districts provide conditional enrollment letter; have principal & TFA representative sign-off if a 2nd secondary subject is being added to a license, and etc.

B. Financial Obligations:

1. Commit to pay Teach For America \$3000 per year per teacher during each of the two years of their TFA commitment. The Arkansas Department of Education will pay the amount of \$3000 per Arkansas contracted teacher up to a maximum of 100 teachers (total sum not to exceed \$300,000) for the 2009-2010 academic year.

II. Responsibilities of Teach For America:

A. Recruitment and Selection of New Teachers:

1. Recruit and select applicants from diverse backgrounds with a proven track record of personal and academic achievement and a commitment to work relentlessly to close the achievement gap between their students and students in more affluent school districts.

2. Select individuals for hiring and placement who meet federal guidelines for "Highly Qualified" and state and district requirements for new teacher hires under Arkansas' non-traditional route for Teach For America. This

route allows Teach For America teachers to apply for and enter teaching with proper Criminal Background Checks, a bachelor's degree or higher from a regionally accredited college/university, a 2.5 G.P.A., and successful completion of Praxis I and appropriate Praxis II tests and passing scores as deemed necessary (this includes content knowledge Praxis II tests for Arkansas or satisfying the qualifying Praxis II content knowledge for Mississippi licensure as an initial test to open the door for licensure in Arkansas.) Teach for America teachers may be placed only in teaching positions allowable for teachers holding an Arkansas provisional license. (This excludes placement of a TFA teacher in a position such as special education, guidance counselor, library media, etc. unless said teacher can be licensed through reciprocity.) Following the initial Praxis II tests, Teach For America teachers will continue to follow Arkansas approved policies for additional Praxis II tests. Before they receive their second provisional license the individual teacher must complete all required Praxis II tests for Arkansas and any required course work appropriate to their licensure areas. (This includes the reading courses for P-4 and Middle Level teachers, plus the Arkansas History course for P-4, Middle Level and Secondary social studies teachers.) Teach For America will track and submit proof of completion to the Non-Traditional Licensure Unit in the Office of Teacher Quality under the required timelines in order for a candidate to receive their second provisional AR license.

B. Pre-Service Training and On-going Professional Development:

1. Require all Teach For America teachers to participate in an intensive five-week summer institute designed to prepare new teachers to enter the classroom. During the institute, teachers will work in teams of 3-4 to assume full responsibility for teaching a class of students in morning summer schools operated by Teach For America under the supervision of a faculty of experienced teachers. Simultaneously, teachers will also participate in a full schedule of professional development activities in the morning and afternoons centered upon Teach For America's training curriculum. Teach For America teachers will receive a total of nine (9) graduate credits from the University of St. Thomas, Houston, for the following courses: Classroom Management; Literacy Development (which is the equivalent to the AR Reading I course) and Instructional Planning, unless they already acquired equivalent courses work through prior university study.

2. Hold a weeklong induction for teachers assigned to Arkansas to orient them to the state and the district. Teach For America regional staff will organize activities designed to introduce new teachers to the resources and history of the communities in which they will teach. (An Arkansas

administrator or teacher from this region will be invited to assist in this orientation. Also, a representative from the ADE will be invited to attend and co-present the AR licensure session to the AR corps members.)

3. Provide ongoing professional development for all Teach For America teachers throughout the school year, including periodic and structured classroom observations by regional program staff, observations of and by other teachers within their schools and at schools widely considered excellent, one-on-one reflective discussions thrice yearly, monthly content-area/grade level meetings facilitated by veteran teachers, regular community group meetings with Teach For America teachers to discuss/share best practices and other corps-building activities. Additionally, provide first -quarter weekly structure, called New Teacher Support Groups, for first-year teachers that focus on readings, troubleshooting, and building strong classroom management. (Participation in the professional development training by TFA does not exempt the candidate from the professional development training offered by the employing school district.)

4. Engage TFA teachers in structured process of diagnosing students, assessing students' progress throughout year, and measuring students' academic growth at year's end.

5. Ensure that Teach For America teachers have access to local teaching resources and professional development opportunities available in the district and the surrounding areas, including participation in the ADE's PATHWISE mentoring program. AR districts are responsible for assigning appropriate building and grade level/subject mentors as part of the State's requirement for PATHWISE and the ADE provides the mentor/mentee funding as with any other non-traditional/novice teacher in the state.

C. Hiring and Placement Process

1. Work with partner districts in April, May and June to assess upcoming grade/subject teacher needs. Communicate to the ADE and partner districts the estimated number of entering teachers and expected placements for the upcoming school year. TFA will provide placement updates to the ADE during the months of May, June and July. Note: Because the numbers of teachers who will matriculate and complete the summer institute cannot be determined with complete certainty, Teach For America may place fewer teachers in the fall than originally estimated.

2. Provide accurate and timely information about new teachers – including teacher's name, the name of hiring district and subject or grade level

assignment - to the ADE in late August in conjunction with the annual invoice – to be paid by September 30th for inclusion in TFA's fiscal year - for TFA teachers under contract in Arkansas districts.

Both parties have read this Memorandum of Understanding and agree to hold each other harmless from any legal action that may arise from implementing this agreement.

Representatives of the Arkansas Department of Education and Teach For America, Inc. have approved this Memorandum of Understanding.

Dated: _____

Dr. Diana Julian
Interim Commissioner, ADE

Ron Nurnberg
Executive Director, TFA-Delta

**ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE NON-TRADITIONAL
LICENSURE PROGRAM**

July 2007

1.0 PURPOSE

- 1.01** The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through the Arkansas Department of Education (ADE) Non-Traditional Licensure Program.

2.0 REGULATORY AUTHORITY

- 2.01** These rules shall be known as the Arkansas Department of Education Rules Governing The Non-Traditional Licensure Program.
- 2.02** These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. § 6-11-105, Ark. Code Ann. § 6-17-401, Ark. Code Ann. § 6-17-409 and Ark. Code Ann. § 25-15-204.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

- 3.01 Area of Licensure** - a particular content field as identified in Appendix A, Areas and Levels of Licensure/Endorsement.
- 3.02 Induction** - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, cooperative or agency that requires an Arkansas teaching license. The novice teacher, operating under an Initial License, is provided mentoring support and accelerated professional development during the Initial license period. The induction period concludes with successful completion of the state-mandated performance assessment.
- 3.03 Initial Teaching License** - a three-year teaching license, issued by the State Board of Education, which allows one to teach in Arkansas public schools.
- 3.03.1** The Initial license is issued only in areas and levels of licensure as approved by the State Board of Education as referenced in Appendix A, Areas and Levels of Licensure/Endorsement, which are hereby incorporated into these rules.
- 3.03.2** The Initial license may be issued to:
- 3.03.2.1** Teachers who have completed an approved teacher education program from a regionally and/or National Council for Accreditation of Teacher Education accredited college or university (including the appropriate state-mandated assessments).

Traditional Licensure Program to any active professional in the field related to the teaching/licensure subject area or any retired professional with at least three years of experience in the field related to the teaching/licensure subject area.

3.13 Program of Study - a state-approved teacher preparation curriculum offered at an Arkansas college or university, based on the *Arkansas Licensure Standards*. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.

3.14 Provisional Teaching License - a temporary teaching license available to candidates who have not completed all requirements for the Initial or Standard Arkansas teaching license.

3.14 Standard Teaching License - a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools. The Standard License is issued to:

3.14.1 Initial License holders who have successfully completed the state required induction for novice teachers and the performance assessment.

3.14.2 Provisional License holders who have successfully completed the Non-Traditional Licensure Program (including all appropriate assessments), the state required induction for novice teachers, and the performance assessment .

3.14.3 Teachers who have completed all requirements for standard licensure through reciprocity.

3.15 Teacher of Record - an instructional teacher, who is officially responsible for a class and its grades, employed under contract (in a licensed staff position) by a school, school district or other Arkansas agency or organization requiring an Arkansas teaching license.

4.0 REQUIREMENTS FOR ADMISSION TO THE NTL PROGRAM

4.01 The following is required for admission to the NTL program:

4.01.1 A completed Non-Traditional Licensure Program application with all required accompanying documentation.

4.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from a regionally and/or National Council for Accreditation of Teacher Education (NCATE) accredited institution.

4.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an accredited institution of higher learning in the United States. The degree is to be evaluated by a private credential evaluation agency. This must be a course-by-course-evaluation prepared in English indicating the candidate's major

course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

- 4.01.3** Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 on the last 60 credit hours of coursework.
 - 4.01.3.1** Candidates for the NTLP may be exempt from the standard minimum GPA requirement if all the following conditions are met:
 - 4.01.3.1.1** Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.
 - 4.01.3.1.2** Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average.
 - 4.01.3.1.3** Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.
 - 4.01.3.1.4** Have two (2) professional letters of recommendation submitted by references to the NTL office.
 - 4.01.3.1.5** Complete the regular NTL application process.
- 4.01.4** An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:
 - 4.01.4.1** The basic skills assessment (all parts)
 - 4.01.4.1.1** If a candidate holds a Master's Degree or above, and has taken the graduate level assessment, and has scored at or above the State Board established cut-score/minimum passing score, that assessment be accepted in lieu of the basic skills assessment(s).
 - 4.01.4.2** The state required subject-content-area assessment(s) for the specific licensure area(s) sought.
- 4.01.5** Documentation of passing the required background checks by the Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann. § 6-17-410.
- 4.01.6** Payment of the Non-Traditional Licensure Program Fee which is established annually by the Arkansas Department of Education.
- 4.01.7** Applicable college/university coursework (in advance) from a regionally/nationally accredited institution recognized by the U. S. Department of Education or the Council for Higher Education Accreditation. Required coursework includes:
 - 4.01.7.1** Three (3) college credit-hours of *Arkansas History* (in advance) for the licenses of: Early Childhood Education (P-4), Middle Childhood Education (4-8), and Social Studies (7-12). Ark. Code Ann. § 6-17-418

4.01.7.2 Six (6) college credit-hours in *Methods of Teaching Reading* (in advance, completed with a grade of "C" or better) for the licenses of: Early Childhood Education (P-4) and/or Middle Childhood Education (4-8).

5.0 PROFESSIONAL TEACHING PERMIT

5.01 A Professional Teaching Permit (PTP):

- 5.01.1** Is a one-year permit issued to an experienced professional for the purpose of teaching one or two classes per semester as teacher-of-record in an Arkansas public school.
- 5.01.2** Is issued for licensure content areas in grades 9-12 only.
 - 5.01.2.1** Any candidate who teaches for three (3) years with a PTP and applies to the Non-Traditional Licensure Program (NTLP) would be eligible for the NTLP "one-year" track.

5.02 To obtain a Professional Teaching Permit a candidate must:

- 5.02.1** A Bachelors degree with a minimum of three years of working experience in the content area of the class to be taught.
- 5.02.2** Be offered employment to teach one (1) or no more than two (2) regularly scheduled, for-credit classes in an AR public school.
- 5.02.3** Submit to the Office of Teacher Quality a complete PTP application.
- 5.02.4** Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.
- 5.02.5** Have two (2) professional letters of recommendation submitted by references to the Office of Teacher Quality.
- 5.02.6** Pass the appropriate Praxis II Content Knowledge test for the class to be taught.
- 5.02.7** Pass a non-criminal background check.
- 5.02.8** Successfully complete a forty (40)-hour PTP pedagogy training within the first year of teaching. Reinforcement of pedagogical skills will be scheduled as needed by the ADE, Office of Teacher Quality.

6.0 REQUIREMENTS FOR OBTAINING A (NON-TRADITIONAL) PROVISIONAL TEACHING LICENSE

6.01 To obtain a Provisional Teaching License through NTLP a candidate must:

- 6.01.1** Be admitted into the Arkansas Department of Education's Non-Traditional Teacher Licensure Program (NTLP)
- 6.01.2** Successfully complete the summer instructional modules
- 6.01.3** Document appropriate employment as teacher-of-record, teaching a minimum of five hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school or a private school within the state of Arkansas accredited by a nationally recognized accrediting association during the provisional licensure period.

6.03.2.1 The ESL endorsement does not allow teachers licensed in Early Childhood or Middle Childhood to “test-out” in any Secondary Licensure area.

6.03.3 A Coaching endorsement may be added as the second area of licensure to any license area if the required program of study for Coaching and the appropriate Praxis II assessment are successfully completed and the teacher has a position that requires a Coaching endorsement.

6.04 NTLP participants may not file an ALP or teach out-of- licensure area while enrolled in the NTLP.

7.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE NON-TRADITIONAL LICENSURE PROGRAM

7.01 There are two tracks in the NTLP, a one-year program or a two-year program.

7.01.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five years of the date of application.

7.01.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five years before the date of application, must complete a two-year program.

7.02 Participants in the Non-Traditional Licensure Program shall:

7.02.1 Be employed as the teacher of record in an Arkansas school

7.02.2 Teach a minimum of five hours per day in their licensure area(s)

7.02.2.1 Teach for one year, if in the one-year program

7.02.2.2 Teach for two years, if in the two-year program

7.02.3 Be assigned to, and attend a Non-Traditional Licensure Program satellite site for instructional modules

7.02.4 Be mentored according to the Arkansas Department of Education Teacher Induction Guidelines

7.02.5 Complete all instructional modules prescribed by the Arkansas Department of Education

7.02.6 Pass the appropriate state mandated pedagogical assessment(s)

7.02.7 Become eligible to participate in the state-mandated performance assessment in their final semester in the program, after the pedagogical assessment has been successfully completed

7.02.8 Adhere to and abide by all the policies and procedures as outlined in the published NTL Handbook for the year of admission

7.03 The required NTL program prescribed by the Arkansas Department of Education includes:

7.03.1 Required Instructional Modules during the summer

- 7.03.2 Required Instructional Modules during the school year
 - 7.03.3 Development of a professional portfolio
 - 7.03.4 Novice Teacher Induction (which includes Mentoring by a trained and certified mentor)
 - 7.03.5 Teaching a minimum of five hours per day (or the equivalent) in the licensure area(s)
- 7.04 Successful completion of the Non-Traditional Licensure Program may yield either an Initial or a Standard Teaching license:
- 7.04.1 To receive an Initial teaching license, the participant shall:
 - 7.04.1.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education, and
 - 7.04.1.2 Pass the appropriate state mandated pedagogical assessment(s).
 - 7.04.2 To receive a Standard teaching license, the participant shall:
 - 7.04.2.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education
 - 7.04.2.2 Pass the appropriate state mandated pedagogical assessment(s)
 - 7.04.2.3 Successfully complete Induction and the state required performance assessment
 - 7.04.3 If the pedagogical assessment is not successfully completed within the NTLP program period, a subsequent license will not be issued. The participant will be allowed to attend ADE-scheduled remedial sessions for one year, during which time the participant may attempt to pass the assessment and, if successful, will be issued an Initial license.
 - 7.04.4 If the pedagogical assessment is not successfully completed within the remedial year, the participant will be administratively withdrawn from the program.
- 7.05 Annual enrollment in the NTL program may be limited by:
- 7.05.1 Licensure requirements.
 - 7.05.2 Licensure area and level of candidates (shortage areas may be given preference).
 - 7.05.3 Program capacity (in which case applications will not be accepted after capacity is reached).

8.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION FOR NON-TRADITIONAL NOVICE TEACHERS

- 8.01 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district's approved plan for mentoring.
- 8.01.1 Implementation of the district mentoring plan shall include:
 - 8.01.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form
 - 8.01.1.2 Providing a trained mentor for each NTL enrollee
 - 8.01.2 Support includes:

- 9.05** All information and documentation submitted for an Arkansas Teacher License must be timely, accurate, authentic and unaltered in any way.
- 9.05.1** Any license issued as a result of information submitted that is not in compliance with section 8.04 will be null and void and shall be rescinded by the Office of Professional Licensure, as authorized by the State Board of Education.
- 9.06** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teacher License that has been issued in error.
- 9.07** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to non-renew a Non-Traditional Provisional License if the licensee does not successfully complete the required preparation modules, and non-renewal is recommended by the Non-Traditional Licensure Office. The Office of Professional Licensure shall not convert a provisional license to an initial license if the candidate fails to meet all criteria of the NTL program.

Appendix A
Arkansas Department of Education
NTL Teaching Areas and Levels of Licensure/Endorsement

Areas of Licensure	Grade Levels*		
Early Childhood	P-4		
Middle Childhood: Math/Science	4-8		
Middle Childhood: English-Lang Arts/Social Studies	4-8		
Mathematics		7-12	
English		7-12	
Social Studies		7-12	
Physical/Earth Science		7-12	
Life/Earth Science		7-12	
Drama/Speech		7-12	
P.E. Wellness & Leisure	P-8	7-12	
Art	P-8	7-12	
Music, Vocal, & Instrumental	P-8	7-12	
Spanish	P-8	7-12	
French	P-8	7-12	
German	P-8	7-12	
Family & Consumer Science	4-8	7-12	4-12
Agriculture	4-8	7-12	4-12
Industrial Technology	4-8	7-12	4-12
Business Technology	4-8	7-12	4-12
Marketing Technology	4-8	7-12	4-12
Areas of Endorsement			
Coaching		7-12	
ESL	P-8	7-12	
Journalism		7-12	
Mandarin Chinese		7-12	

* Level of licensure issued is determined based on grade level(s) taught in the NTL program.

Share Your Knowledge And Experience

With a Professional Teaching Permit, you will have the opportunity to spark the minds of high school students in your community. The Arkansas Department of Education has developed this new program to enable working professionals to teach — and get paid for — up to two class periods a day in content areas related to their fields of employment. This opportunity is for classes offered in the ninth- through twelfth-grades.

Students will benefit from learning how their studies relate to “real world” jobs, and you will have the opportunity to mentor young people as they discover their lifelong goals.

For more information contact:

Barbara Culpepper
Office of Teacher Quality
Arkansas Department of Education
501 Woodlane Street, Suite 220C
Little Rock, AR 72201
barbara.culpepper@arkansas.gov
501.682.5763

ARKANSAS DEPARTMENT OF
Education

Arkansas Professional Teaching Permit

Bringing Your World
to the
Classroom

*Because you could be the spark
for a student's
academic success.*

You can teach! You can make a difference!

The Arkansas Department of Education's Office of Teacher Quality has developed a program that allows working professionals like you to use your expertise to teach a couple of classes a semester in a subject area related to your field – all the while maintaining your own career.

And everyone benefits! You will be paid to bring your knowledge to the classroom, have the opportunity to inspire young people and experience a new career. School districts benefit from having a professional filling a needed niche, and students will gain from your real-world expertise.

The Arkansas Department of Education recognizes that each local community has a resource of degreed professionals who possess valuable experience. For instance, what a great match for the local pharmacist to teach chemistry or a local artist to teach art.

If you are a degreed professional and would like to share your knowledge and experience with students in grades nine through twelve, this program could provide the perfect opportunity for you to make a difference.

ARKANSAS DEPARTMENT OF
Education

Qualifications

To receive a Professional Teaching Permit the following qualifications must be met:

1. Have a bachelor's degree with a minimum three years of working experience in the content area of the class to be taught.
2. Must be currently employed in a content field related to the class to be taught.
3. Be offered employment to teach one or no more than two regularly scheduled, for-credit courses in an Arkansas public school.
4. Complete the Professional Teaching Permit application.
5. Pass the appropriate Praxis II Content Knowledge test.
6. Pass a non-criminal background check.
7. Successfully complete a forty-hour Professional Teaching Permit pedagogy training within the first year of teaching.

Application Process

Go to www.teacharkansas.org and click on Non-Traditional Licensure. Then click on Professional Teaching Permit. The application is available to be printed.

Send the completed application with the following documents to:

**Office of Teacher Quality
Arkansas Department of Education
501 Woodlane Street, Suite 220C
Little Rock, AR 72201**

1. Original transcript from accredited college or university showing degree conferred.
2. Original test score report for the Praxis II content test(s).
3. Non-criminal background check documentation.
4. One letter of justification per application.
5. Two letters of recommendation from professionals in your field.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE ADDITION OF AREAS OF LICENSURE OR
ENDORSEMENT
September 2009

1.00 REGULATORY AUTHORITY

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Addition of Areas of Licensure or Endorsement.
- 1.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-402 and 25-15-201 et seq.

2.00 PURPOSE

- 2.01 The purpose of these rules is to identify the policies governing licensure that deal with adding an area of licensure/endorsement to an existing Arkansas teaching license.

3.00 DEFINITIONS – For the purpose of these rules, the following definitions shall apply:

- 3.01 **Additional Licensure Plan (ALP)** shall be the recognized process for allowing a licensed teacher to be employed in an out-of-field teaching position while meeting the program of study competency and assessment requirements for said position.
- 3.02 **Approved Performance Based Program of Study** refers to a program approved by the Arkansas Department of Education and based upon Arkansas licensure standards. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area.
- 3.03 **Endorsement** refers to teaching or administrative licensure areas, which require an initial or standard/professional teaching license, prior to the endorsement being added.
- 3.04 **Exception Area** refers to the specific areas of licensure, which cannot be issued either as an initial license or by testing only. The exception areas include, but are not limited to, the following: Special Education, Counselor, All Other Added Endorsement Areas, Administrative Licenses, Non-Instructional Student Services, and Professional & Technical Permits. Special Education may be issued as an initial license.
- 3.05 **Initial Teaching License** refers to a three-year teaching license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.06 **Level and Area of Licensure** – **Level** refers to the grade/age level parameters of the teaching license, such as P-4, 4-8, P-8, P-12, 7-12 and PS (post-secondary). **Area** refers to the particular content field, including but not limited

to, Early Childhood, Middle Childhood Science/Mathematics, Social Studies, and Family and Consumer Sciences.

- 3.07 **Standard Teaching License** refers to a five- year renewable license, issued by the state, which allows one to teach in Arkansas public schools.
- 3.08 **State Board Required Assessments** refer to specific performance-based assessments approved by the State Board of Education.
- 3.09 **Content/Standard Teaching Area** refer to the specific subject areas listed under Integrated Curriculum Humanities, Integrated Science Curriculum, Integrated Visual and Performance Arts, Integrated Vocational Education, Integrated Physical Education and Health and Special Education as listed in the State Board Approved Levels and Areas of Licensure.
- 3.10 **Provisional License by Reciprocity** a one-year teaching license that may or may not be renewed. This license allows a teacher coming from out of state or out of country to be employed as a teacher while completing assessed deficiencies for the Initial or Standard/Professional teaching license.
- 3.11 **Professional Teaching License** a standard Arkansas teaching license that is issued upon the request of a teacher who has documented the completion of a Master's Degree and three years of teaching experience or who has documented current National Board Certification.

4.00 REQUIREMENTS FOR ADDING AN AREA OF LICENSURE OR ENDORSEMENT

- 4.01 Teachers/administrators shall have a valid Arkansas initial or standard/professional content area teaching license or provisional licensure through reciprocity in order to add an area of licensure or endorsement.
- 4.02 Teachers adding an additional licensure/endorsement area(s) to their Arkansas teaching license by meeting the program of study requirements of an Arkansas college/university or when adding a licensure/endorsement area by reciprocity, shall meet the following requirements regarding degrees and coursework.
 - 4.02.1 The coursework/degree required for the area(s) that are being added shall have been completed through a college/university that holds regional/national accreditation that is recognized by the U.S. Department of Education or Council for Higher Education Accreditation.

AND

- 4.02.2 All teacher education coursework shall have been completed through a college/university teacher education program that holds national

accreditation that is recognized by the U.S. Department of Education, Council for Higher Education Accreditation or that is state approved.

- 4.03 The Additional Licensure Plan (ALP) shall be the recognized process for allowing a licensed teacher to be employed in an out-of-area teaching position while completing the competency and assessment requirements for the new employment position.
 - 4.03.1 Teachers who hold an initial or standard/professional license are eligible to file an ALP in order to be employed in an out-of-area assignment.
 - 4.03.2 Teachers who hold a provisional Arkansas teaching license, which was granted through reciprocity as a result of holding an initial/standard out-of-state license, are also eligible to file an ALP in order to be employed in an out-of-area assignment.
- 4.04 Teachers working in an out-of-area teaching assignment shall file a completed ALP with their school district and with the Office of Professional Licensure within thirty (30) days of beginning the out-of-field assignment.
 - 4.04.1 Teachers working under an ALP shall have three (3) years from the beginning of the out-of-area assignment to complete all competency and assessment requirements for the new employment position.
 - 4.04.2 When a school district requests a waiver to employ a teacher out-of-area and a program of study is required:
 - 4.04.2.1 The teacher shall successfully complete a minimum of three (3) hours of coursework toward the program of study requirements during the first year employed out-of-area, and a minimum of six (6) hours of coursework each of the following two years, when employed out-of-area, in order for the waiver to be approved for the following year.
 - 4.04.2.2 The Specialty Area Assessment(s) required to be designated as a highly qualified teacher in the core academic area shall be successfully completed the first year the teacher is employed out-of-area on an approved waiver.
 - 4.04.2.3 A waiver will not be approved for the following year at such time that the teacher fails to successfully complete the required coursework or testing within the timelines specified above.
 - 4.04.3 When a school district has requested a waiver for a teacher being employed out-of-area and the additional area can be added by testing out:

- 4.04.3.1 The teacher shall have successfully completed the content knowledge portion(s) of the required specialty area assessment (s) required to be highly qualified during the first year employed out-of-area on an approved waiver.
 - 4.04.3.2 The remaining part(s) of the specialty area assessment required for licensure in the out-of-area assignment shall be successfully completed by the end of the third year working under an approved waiver.
 - 4.04.3.3 Teachers failing to successfully complete the content knowledge portion of the specialty area assessment required to be highly qualified during the first year employed out-of-area under an approved waiver, shall document a minimum of six (6) hours of coursework in the content area.
 - 4.04.3.4 Teachers failing to successfully complete either the required assessment to be highly qualified or the six (6) hours of coursework in the content area during the first year working under an approved waiver shall not be approved to be employed out-of-area under the same ALP the following year.
- 4.05 The requirements contained in an individual's ALP are subject to any changes made by the State Board of Education which would necessitate a change in the licensure requirements for that ALP.
- 4.06 The Office of Professional Licensure shall add a licensure/endorsement area(s) to a valid Arkansas Initial or Standard/Professional teaching license upon receiving the following:
- 4.06.1 An application requesting the licensure/endorsement area(s);
 - 4.06.2 Documentation that all program of study requirements (including Arkansas History when required); and
 - 4.06.3 Evidence that all State Board required assessments have been successfully completed.
- 4.07 Teachers or administrators may add an additional licensure area (s) by testing out, only when they hold a content/standard/professional licensure area at the same level as the area being added.
- 4.07.1 Added endorsements such as reading, library media, counselor, journalism, grade 5-6 endorsements, English as a Second Language, educational examiner, coaching, gifted and talented and administrative areas may not be used as a platform for adding other licensure areas by testing out.

- 4.08 Teachers or administrators seeking to add exception areas shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.09 Teachers or administrators seeking to add additional areas of licensure outside their level of licensure shall complete an approved performance-based program of study and pass the State Board required assessment(s).
- 4.10 To add an area of licensure or endorsement for which there is not a State Board required specialty area assessment, a candidate shall successfully complete an approved performance-based program of study and the State Board required pedagogical assessment.
- 4.11 In order to add an area of licensure/endorsement to a license in School Psychology Specialist, Speech Pathology, Adult Education or a Professional Technical Permit area only, the teacher shall complete a teacher preparation program of study to include a practicum/internship and the State Board required specialty area assessment(s), pedagogical assessment and basic skill assessments.
- 4.12 Teachers or administrators adding Early Childhood P-4, Middle Childhood Math/Science and Language Arts/Social Studies 4-8 or Secondary Social Studies 7-12 to their valid Arkansas initial or standard teaching license shall have completed a three-credit-hour course in Arkansas History in addition to the required testing and program of study when applicable.
- 4.13 The Office of Professional Licensure reserves the right to amend and/or rescind an additional area of licensure that is issued in error.
- 4.14 Additional areas/levels of licensure or endorsement shall be added to a valid Arkansas initial or standard/professional teaching license upon receiving documentation that all requirements have been met and upon receiving an application requesting the additional licensure area or endorsement.
- 4.15 A content/standard area teaching license, as identified in the areas and levels of licensure and approved by the State Board of Education, shall be required in order to add licensure areas, endorsements or areas of educational administration.
- 4.16 The Office of Professional Licensure has the authority to assist individual teachers seeking additional licensure areas for which there are no approved programs of study at any of Arkansas' Institute of Higher Education. Examples of such licensure areas to be include but not limited to are: Visual Specialist and Hearing Specialist.
- 4.17 Beginning May 1, 2007, teachers that are adding P.E./Wellness/Leisure to a current Arkansas teaching license, shall receive the new licensure code numbers 235 for (P-8) and 236 for (7-12).

- 4.17.1 Teachers holding the new licensure code numbers 235 and/or 236 shall not be automatically approved to be employed as a coach in the public schools of Arkansas.
- 4.17.2 Teachers holding the new licensure code numbers 235 and/or 236 shall work under the ALP (Additional Licensure Plan) for the coaching endorsement (7-12) when employed as a coach.
- 4.18 Teachers adding the endorsement areas of Guidance and Counseling or School Library Media shall document two years of classroom teaching experience in order to add these areas to a current Arkansas teaching license.

Critical Shortage Areas

Changes in licensure areas of Special Education Instructional Specialist
(P-4)(4-12)

Not a shortage area for this year

Licensure Area/Endorsement	99-00	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Algebra 1 for Middle School (8)										X	X
Art								X	X		
Drama (7-12)										X	
Drama/Speech										X	
Foreign Language - ESL	X			X	X	X	X				
Foreign Language - French	X			X	X	X	X	X	X	X	X
Foreign Language - German	X			X	X	X	X	X	X		
Foreign Language - Italian	X			X	X	X	X				
Foreign Language - Latin	X			X	X	X	X				
Foreign Language - Spanish	X			X	X	X	X	X	X	X	X
Foreign Language - Mandarin Chinese											X
Gifted/Talented Education						X	X	X	X	X	X
Guidance Counseling						X	X	X	X	X	X
Library Media						X	X	X	X	X	X
Mathematics (secondary)	X			X	X	X	X	X	X	X	X
Middle Childhood Language Arts/Social Studies (4-8)						X	X	X	X	X	X
Middle Childhood Math/Science (4-8)						X	X	X	X	X	X
Science (secondary)	X			X	X	X	X	X	X	X	X
Spec Ed - Deaf Education	X			X	X	X	X	X	X	X	X
Spec Ed - Early Childhood	X	no data	no data	X		X	X	X	X	X	X
Spec Ed - Mildly Handicapped K-12	X			X	X	X	X	X	X	X	X
Spec Ed - Moderately/Profoundly Handicapped K-12	X			X	X	X	X	X	X	X	X
Spec Ed - Severely Emotionally Disturbed K-12	X			X	X	X	X	X	X	X	X
Spec Ed - Speech/Language Pathology	X			X	X	X	X			X	X
Spec Ed - Visually Impaired	X			X	X	X	X	X	X	X	X
Speech (7-12)										X	

Teacher Evaluation Task Force

July 22 - 24, 2009

Name	Licensure Level	Yrs of Adm. Exp	School District	Position	Nominated by
Alexander, Sarah	4-8	6-12	Bergman School District	Middle School Principal	AAEA
Blackwell, Anne	4-12	12-22	Pine Bluff School District	7-12 Science	AEA
Blaxton, Daryl			Pocahontas School District	Superintendent	ASSA
Broadway, Lenisha	P-12	6-12	North Little Rock School District	Middle School Principal	AAEA
Crawford, Paulette	P-8	12-22	Mena School District	Second Grade	AEA
Culpepper, Barbara			Arkansas Department of Education	Coordinator of Teacher Quality	ADE
Daniels, Marsha			Cooperative	CO-Op Director	CO-Op
Danielson, Charlotte			Consultant	Author / Consultant	
Davidson, Barbara	P-8	22+	Barton-Lexa School District	Kindergarten Teacher	AEA
Doss, Peggy			University of Arkansas at Monticello	Dean of College of Education	Deans
Faught, Brad	7-12	12-22	Jonesboro School District	Jr. High Principal	AAEA
Fisher, Joe	P-12	12-22	Bryant School District	Middle School Principal	AAEA
High, Roger Darren	P-12	0-5	Dermott School District	K-12 Art	AEA
Howell, Michelle	P-4	0-5	Johnson County School District (Westside)	Third Grade	AEA
Jones, Kyron	P-8	0-5	Pulaski County Special School District	Elementary Principal	AAEA
Ketcherside, Danny	7-12	0-5	Russellville School District	High School Asst. Principal	AAEA
Knight, Mary	7-12	22+	Lee County School District	Social Studies Teacher	AEA
Koehler, Cathy	P-12	22+	Little Rock School District	Library Media Specialist	AEA
Langston, Doug	P-8	22+	Searcy School District	Elementary Principal	AAEA
Loper, Roger	P-12	12-22	Magnolia School District	High School Principal	AAEA
Macri, Donna	P-12	12-22	Omaha School District	Sec. Math/Science & 9-12 Principal	AEA
Marshall, Todd	7-12	12-22	Fort Smith School District	Jr. High Principal	AAEA
Nix, Marty	4-12	12-22	Pulaski County Special School District	Middle School Math	AEA
Rainey, David			Arkansas Legislator	AR House of Representatives	Legislator
Robinson, Brenda	P-4	12-22	Pulaski County Special School District	Primary Teacher	AEA
Rutherford, Robbie	7-12	6-12	Benton School District	Jr. High Principal	AAEA
Shopfner, Becky			AASCD	Board member (ATU)	AASCD
Sitkowski, George	7-12	0-5	Mountain Home School District	High School Asst. Principal	AAEA
Smith, Horace			School Boards Assoc	Director of Board Development	ARSBA
Smith, Kathy			The Walton Family Foundation	Senior Program Officer	Business
Starzy, Virginia	7-12	12-22	Southside Independence Co. School District	ALE Teacher	AEA
Thrower, Frederick	7-12	0-5	Ft. Smith School District	Secondary Math	AEA
Tolson, Ron			Arkansas Department of Education	Coordinator of Professional Licensure	ADE
Unknown PTA person			PTA		PTA
Waymack, Pam	P-8	0-5	Cabot School District	Elementary Principal	AAEA
Webb, Jane			Rogers School District	Assistant Superintendent for HR	ArkASPA
Williams, Beverly			Arkansas Department of Education	Assistant Commissioner for HR/Licensure	ADE

Teacher Evaluation

1.00 Regulatory Authority

1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations For Teacher Evaluation.

1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105.

2.00 Purpose

2.01 The purpose of these regulations is to provide guidance to local districts to design teacher evaluation systems that promote the professional growth of all teachers and enhance learning for all students.

3.00 Philosophy

Evaluation is viewed by the Arkansas Department of Education as a collaborative process, not an event. Evaluation should facilitate or support system wide change. To this end, the school district shall develop teacher evaluation systems that:

3.01 supports the induction of the probationary teacher into the teaching profession and the school district,

3.02 promotes the professional growth of career teachers.

3.03 prompts an improvement in unsatisfactory performance, and

3.04 provides criteria for making responsible personnel decisions.

4.00 Criteria

Local district's shall develop a teacher evaluation system that reflects:

4.01 The philosophy of Arkansas Department of Education and the philosophy of the local district regarding teacher evaluation.

4.02 A sound professional development program that promotes continuous growth of teachers.

4.03 A collegial relationship among the supervisors and teachers.

4.04 A staff development training program for supervisors and teachers.

4.05 A set of teacher competencies descriptive of the local district's expectations and aligned with teacher licensure principles.

5.00 Written Evidence of Personnel Evaluation Plan

5.01 The teacher evaluation plan shall be reviewed and/or revised annually.

5.02 The local district's teacher evaluation system shall be reflected in every school district's improvement plan.

The Domains and Components
Adopted by the Arkansas Teachers' Evaluation Task Force
July 2009

Domain 1: Planning and Preparation

- **Demonstrating Knowledge of Content and Pedagogy** – This is based on the premise that a person can not teach what he or she does not know. Next that the nuances of the discipline must be properly represented as well as how the concepts are interrelated. What are the pre-requisite relationships for this content? Knowledge of the pedagogy includes but is not limited to a keen awareness of the common student misconceptions or likely sources of error and how to correct those errors.
- **Demonstrating Knowledge of Students** – Teachers do not teach in a vacuum and therefore, must know the developmental characteristics of their students- intellectual, social and emotional. Understanding the students' prior knowledge is the basis for what they can learn and understand. Knowledge of the students' interests, cultural heritage and the students' special needs. Bottom line, teachers can not have blind adherence to a curriculum guide but must reflect the constructive nature of human learning.
- **Setting Instructional Outcomes** - Establish the instructional outcomes by awareness of the factors which must be taken into account; i.e. curriculum. The outcome must “fit” within the sequence of learning, be worthwhile and represent learning central to a discipline. The outcomes must be clear and stated in terms of student learning not student activities. These outcomes are also suitable for the diverse learner.
- **Demonstrating Knowledge of Resources** – Skilled teachers are knowledgeable of the resources for classroom use, resources to extend the content knowledge and resources for the students. These resources may be from a myriad of sources and the teacher is able to demonstrate their knowledge of resources through their articulated plan or lesson.
- **Designing Coherent Instruction** - Teachers are about to translate the outcomes into learning experiences for students through their instructional design. The coherence of an instructional design is the instructional outcomes, activities, materials, resources and grouping of students are aligned for one external requirement. An advanced skill for a teacher is to design one instructional activity to create opportunities for learning by students of varying skills. This instruction activities which promote learning: 1) emphasizes thinking and problem solving, 2) permits student choice and initiative and 3) encourages depth rather than breadth
- **Designing Student Assessments** – Assessment is a central role in learning due to its two distinct roles: assessment “of” learning and “for” learning. “For” learning is prescriptive to assist with future learning. Teachers must be able to design student assessment methodologies which are appropriate for the different types of outcomes, congruent with the instructional outcomes, based on criteria and standards, design formative assessments and appropriate use of the assessment results in future instruction.

Domain 2: The Classroom Environment

- **Creating an Environment of Respect and Rapport** – Students must feel comfortable in the classroom for learning to occur. Students must feel safe to take risks. Teachers interact with students and students interact with other students.

- Establishing a Culture for Learning - This refers to the atmosphere in the classroom where both the teacher and students are engaged in pursuit of value. Students know the ability of the student is highly regarded by the teacher. The content of the learning is important, there is an expectation for learning and achievement and students demonstrate pride in their work. This culture is not only in the classrooms but in the school as a whole.
- Managing Classroom Procedures - A smoothly functioning classroom is a prerequisite to good instruction. Great instruction is worthless in a chaotic environment. Chaos in a classroom is easy to spot through classroom observations. Teachers are expected to manage: instructional groups, transitions, materials and supplies, performance of non-instructional duties and supervision of volunteers and paraprofessionals.
- Managing Student Behavior - Learning can not occur in an environment where student behavior is out of control. There is evidence that students engaged in the learning are less likely to demonstrate inappropriate behavior. A key to managing student behavior is agreed-upon standards of conduct and clear consequences for overstepping the bounds. A teacher skilled at managing student behavior can only be observed in the classroom. Key elements are establishing expectations, monitoring student behavior and responding to student misbehavior.
- Organizing Physical Space - The physical environment must be safe and accessible to learning, furniture must be appropriately arranged and teaching aides skillfully organized and used.

Domain 3: Instruction (This domain is the Heart of the framework)

- Communicating With Students – To adequately engage students in the learning, they must receive clear, accurate directions and instructions. The language of the teacher must be audible and legible. The key elements to this component are to provide a clear expectation of the learning with precise directions and procedures. The teachers’ ability to appropriately explain the content in clear and correct vocabulary appropriate to the student while using standard English. Through observation, the observer is not seeking
- Using Questioning and Discussion Techniques – A teacher’s skill in questioning and in leading discussions makes a powerful contribution to student learning and is valuable for many instructional purposes: exploring new concepts, eliciting evidence or student understanding and promoting deeper student engagement. This skill is almost exclusively viewed in classroom observations where the elements reviewed will be the quality of the questions, the discussion techniques used and the engagement of all students in the learning.
- Engaging Students in Learning- Many view this component of the framework as the most important. Complex learning only occurs if the student is engaged. This engagement is not mere accident but a carefully planned event. Several distinct methods/elements to accomplish this engagement are: activities and assignments, grouping of students, instructional materials and resources, structure and pace of the lesson. These concepts are not “busy work” or “time on task” but true involvement by the students in the instructional activities or assignment.
- Using Assessment in Instruction – For years, assessment has been used to determine the extent of the student’s learning. More recently assessment has an even bigger role as teachers utilize assessment as a valuable tool in the instructional repertoire. Teachers are continually monitoring the level of understanding by each student as they prepare the various instructional strategies in the classroom. Interim assessments also allow teachers to provide students with timely and constructive feedback to

enhance their learning. The students must fully be aware of the criteria for these assessments, thus affording them an opportunity to assess and monitor their own learning based on the criteria.

- Demonstrating Flexibility and Responsiveness – The ability to adjust a lesson in midstream when it is apparent that this adjustment is necessary to improve student learning. There are three situations when this may occur: when the lesson or activity is not working, 2) when spontaneous events occur that provide learning opportunities, and 3) the teacher’s self efficacy which allows him/her to seek outside resources to ensure student learning.

Domain 4: Further Professional Responsibilities

- Reflecting on Teaching – Through critical reflection, educators are able to assess the effectiveness of their work and seek to improve. Questions often asked are: “Where the goals met?” and “Did the lesson work?” Effective reflection is a *learned* skill. This is the reason that mentors and coaches are so important to assist novice teachers in developing this skill. The conversations which occur after observing a lesson set the ground work for professional learning by the educator. The goal is to ensure accurate reflection and utilize the learning of the educator in the future.
- Maintaining Accurate Records – The “dreaded paperwork” is an integral role of the profession and expert teachers create a method to ensure that their record keeping is a routine procedure with very little effort. These records include grade book, skills inventories, student assessments and records of classroom non-instructional activities.
- Communicating with Families – Enlisting family members into the educational environment of their students, the students’ learning is enhanced. Families are enlisted to discuss: how the class is run, what behavior is expected, the importance of homework, social interactions, and what is the students’ progress in learning. Communication can be through many venues including phone, home visits, school visits, parent conferences, letters, emails, etc.
- Participating in a Professional Community – The duties of the professional educator often extends beyond the doors of the classroom or school building and often beyond the school day. Elements to be considered in this area are: relationships with colleagues, involvement in a culture of professional inquiry, service to the school, and participation in school/district projects.
- Growing and Developing Professionally – True professionals are continually growing /developing. Educators committed to being at the top of their profession should always grow in their content, pedagogy and technology. One of the richest sources for professional growth is from the educators’ own colleagues. Discussion among colleagues is a rich and fertile ground for professional growth. Expert teachers should be ready to share their professional knowledge with novice teachers.
- Showing Professionalism – Demonstrating “professionalism” what is meant? The obvious answers are integrity and ethical conduct; however, as an educator there is much more. Educators are about the students; therefore, there additional elements should be considered such as servicing the needs of the students and being an advocate for the students. Additional elements would be a team player in the role of decision making and the obvious compliance with school/district/state regulations.



**ARKANSAS
DEPARTMENT
OF EDUCATION**

December 27, 2009

Mike Mertens
Interim Executive Director of AAEEA
219 South Victory Street
Little Rock, AR 72201

RE: Nominations for the Principal Evaluation Task Force

Dear Mr. Mertens,

The Arkansas Department of Education (ADE) will be contracting with a National Consultant to facilitate a Task Force of Arkansas Educators in the development of a Principal's Evaluation Instrument for Arkansas School Districts. The ADE is providing this technical assistance as we realize that all school districts do not have the resources (time, personnel, or finances) to revamp the current evaluation instrument used by district in the assessment of building level administrators, both principals and assistant principals, based on current research.

You are being contacted to assist the ADE in the nomination of twenty-four administrators to serve on this task force. I know that you will most likely utilize the members of the Arkansas Association of Education Administrators (AAEA) Board, who represent the Early Childhood/Elementary, Middle Level and Secondary Principal Organizations, to assist you in this endeavor. The ADE is recommending twelve (12) superintendents and twelve (12) building level administrators as the configuration for membership on the task force. Serving on the task force will be a two-year commitment for the individuals nominated. The group of building level administrators should be equally divided by those with experience at Early Childhood/Elementary, Middle Level, and High School (thus four administrators from each grade level group.) Additionally, there is an expectation that there be some delineation with regard to the experience at these levels. The chart below outlines the make-up of the twenty-four (24) individuals you are asked to recommend to be on the task force from your organizations. As always, please ensure that those nominated are diverse in regions of the state, the size of schools/districts they represent as well as, race and gender.

12 Building Level Administrators:

Years of Administrative Experience	Early Childhood /Elementary Administrator	Middle Level Administrator	High School Administrator
0 - 5 years			
6 - 15 years			
16 - 22 years			

23 + years			
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12 Superintendents:

Years of Administrative Experience	Rural Administrator (<500 students)	Mid-Size District Administrator (500 – 2000 students)	Urban/Suburban Administrator (> 2000 students)
0 - 5 years			
6 - 15 years			
16 - 22 years			
23 + years			

It is anticipated that the first meeting of the task force will be held on in early July 2010 at Lake Point Conference Center in Russellville, AR. Additional information and reading material will be mailed to individuals who are nominated. Please confirm that those you nominate are available beginning this July and willing to serve for the duration of this project. A nomination form is also attached for you to provide contact information on each person nominated for the task force. Please return these forms to my attention by March 1, 2010.

Please do not hesitate to contact me if you have any questions. Thanks so much; your assistance in this project is greatly appreciated.

Sincerely,

Beverly Williams
Assistant Commissioner

Enclosed: Nomination Forms

Principal Evaluation Task Force
Building Level Administrator Nomination Form

Name of Administrator _____
School District _____
Work Address _____
City _____ Work Phone _____
Home Address _____ Home Phone _____
City _____ Cell Phone _____
Current Position _____

Arkansas Building Level Administrator License

Licensure Levels Administrator P - 4 _____
Administrator 4 - 8 _____
Administrator 7 - 12 _____

Experience as an Arkansas Building Level Administrator

Mark the Box indicating the number
of Years of Experience as an
Arkansas Administrator

0 - 5 years	<input type="checkbox"/>
6 - 12 years	<input type="checkbox"/>
12 - 22 years	<input type="checkbox"/>
22 + years	<input type="checkbox"/>

Name and Title of Organizational Representative

Signature of Organizational Representative

Date

Please return by March 1, 2010 to:
Beverly Williams, Assistant Commissioner
Four Capitol Mall, Room 204B
Little Rock, AR 72201

Deadline to ADE
March 1, 2010

**Principal Evaluation Task Force
Superintendent Nomination Form**

Name of Superintendent _____
School District _____
Work Address _____
City _____ Work Phone _____
Home Address _____ Home Phone _____
City _____ Cell Phone _____
Current Position _____

Size of District:

< 500 Students _____
500 - 2000 Students _____
> 2000 Students _____

Experience as an Arkansas Administrator

Mark the Box indicating the number
of Years of Experience as an
Arkansas Administrator

0 - 5 years	<input type="checkbox"/>
6 - 12 years	<input type="checkbox"/>
12 - 22 years	<input type="checkbox"/>
22 + years	<input type="checkbox"/>

Name and Title of Organizational Representative

Signature of Organizational Representative

Date

Please return by March 1, 2010 to:
Beverly Williams, Assistant Commissioner
Four Capitol Mall, Room 204B
Little Rock, AR 72201

Deadline to ADE
March 1, 2010

(8) Recommend priorities for the funding of education;

(9) Review all current scholarship programs of the state and institutions of higher education and make recommendations for improving future scholarship programs;

(10) Make recommendations related to the future need for remediation of beginning college students;

(11) Make recommendations to improve science, technology, engineering, and mathematics education from kindergarten through the bachelor's degree level in higher education;

(12) Make recommendations to improve the use of educational technology; and

(13) Recommend any other improvements in education at any level to benefit students and the state.

History. Acts 2003 (2nd Ex. Sess.), No. 109, § 1; 2005, No. 1936, § 2.

6-1-304. Reporting requirements.

(a) (1) The Arkansas Commission for Coordination of Educational Efforts shall submit an annual report to the Governor, the Senate Committee on Education, the House Committee on Education, the State Board of Education, the Arkansas Higher Education Coordinating Board, and to all boards of trustees of public institutions of higher education.

(2) Additional reports shall be given to committees of the General Assembly upon request of a committee.

(b) All state agencies, institutions of higher education, and public schools shall cooperate with the commission and supply data and information needed by the commission in a timely manner.

History. Acts 2003 (2nd Ex. Sess.), No. 109, § 1.

Subchapter 4
— School Leadership Coordinating Council

6-1-401. Title.

6-1-402. Findings.

6-1-403. Purpose.

6-1-404. Creation.

6-1-405. Report.

6-1-401. Title.

There is established the "School Leadership Coordinating Council".

History. Acts 2009, No. 222, § 1.

6-1-402. Findings.

The General Assembly finds that:

(1) A statewide performance and results-based system of leadership development to ensure high levels of collaborative leadership and continuous improvement must have all educators work collaboratively with community stakeholders to apply effective, evidence-based strategies and practices that increase student and adult learning and close the achievement gap;

(2) High quality classroom teaching and administrative leadership are strong predictors of student success, and all educators in the state must possess the skills and knowledge to increase student and adult learning and close the achievement gap;

(3) High quality leadership capacity building and training is required to align the public education system from kindergarten through postsecondary and workforce readiness with an objective of universal proficiency for all students;

(4) High quality learning experiences focus on both individual and organizational improvement and provide educational leaders with a variety of support systems as they progress on the career continuum from aspiring to retiring; and

(5) An effective statewide leadership development system will result in increased graduation rates, reduced remediation rates, the closing of achievement gaps, increased student and adult performance, increased recruitment of effective leaders, and increased capacity for instructional leaders, and thus will increase the number of Arkansas citizens with bachelor's degrees.

History. Acts 2009, No. 222, § 1.

6-1-403. Purpose.

The purpose of the School Leadership Coordinating Council is to:

(1) Serve as a central body to coordinate the leadership development system efforts across the state including:

(A) Encouraging school districts to work with the Department of Education, the Department of Higher Education, the Department of Career Education, the Arkansas Leadership Academy, and other leadership groups;

(B) Recommending a state leadership development system to coordinate all aspects of leadership development based on educational leadership standards adopted by the Department of Education; and

(C) Devising a system of gathering data that includes input from practitioners, educational and community leaders, university leadership and faculty, and other interested

parties;

(2) Assist the Department of Education, the Department of Higher Education, the Department of Career Education, the Arkansas Leadership Academy, school districts, and other leadership groups in enhancing school leadership and school support efforts; and

(3) Aid in the development of model evaluation tools for use in the evaluation of school administrators.

History. Acts 2009, No. 222, § 1.

6-1-404. Creation.

(a) The School Leadership Coordinating Council consists of thirteen (13) members as follows:

(1) The Chair of the Arkansas Association of Colleges for Teacher Education Council of Deans;

(2) The Commissioner of Education;

(3) The Director of the Arkansas Leadership Academy;

(4) The Director of the Department of Higher Education;

(5) The Director of the Department of Career Education;

(6) The Executive Director of the Arkansas Association of Educational Administrators;

(7) The Executive Director of the Arkansas Education Association;

(8) The Executive Director of the Arkansas School Boards Association;

(9) The Executive Director of the Arkansas Association for Supervision and Curriculum Development;

(10) The President of the Arkansas Rural Education Association;

(11) A representative from the Arkansas Professors of Educational Administration;

(12) A representative from the Arkansas Center for Executive Leadership; and

(13) A representative from an education service cooperative.

(b) Any member may appoint a designee to serve in his or her place if necessary.

(c) (1) The chair of the School Leadership Coordinating Council is elected by majority vote at the first meeting of the council.

(2) All changes in council chair are decided by majority vote of the council.

(d) (1) The council shall meet at the times and places that the chair deems necessary but no

less than four (4) times per year.

(2) Seven (7) members of the council shall constitute a quorum for the purpose of transacting business.

(3) All actions of the council are by quorum.

(e) The Department of Education, with the assistance of the Department of Higher Education and the Department of Career Education, shall staff the council.

(f) All members of the council may receive expense reimbursement in accordance with § 25-16-902 paid by the Department of Education if funds are available.

History. Acts 2009, No. 222, § 1.

6-1-405. Report.

(a) The chair of the School Leadership Coordinating Council shall provide a report to the House Interim Committee on Education and the Senate Interim Committee on Education no later than September 1, 2010, and each year thereafter.

(b) The report shall identify:

(1) Deficient areas of school leadership;

(2) Innovative programs to address deficient areas of school leadership;

(3) Progress made to improve school leadership;

(4) Plans to improve the quality of school leadership throughout the state;

(5) Development and activities of school leadership cohorts; and

(6) Efforts made to address school leadership recommendations expressed in the 2008 Educational Adequacy report or subsequent reports submitted by the House Interim Committee on Education and the Senate Interim Committee on Education.

History. Acts 2009, No. 222, § 1.

Subchapter 5

— The Arkansas Project Graduation Commission

6-1-501. Findings.

6-1-502. Purpose.

6-1-503. Arkansas Project Graduation Commission.

6-1-504. Organization and operation.

6-1-505. Report.

6-1-501. Findings.



Job Description for an Instructional Facilitator

Definition:

Instructional Facilitator is an individual holding a valid Arkansas teacher's license meeting the criteria for a highly qualified teacher who facilitates continuous improvement in classroom instruction by providing instructional support to teachers in the elements of research-based instruction and by demonstrating the alignment of instruction with curriculum standards and assessments tools; develops instructional strategies; develops and implements training; chooses standards-based instructional materials; provides teachers with an understanding of current research; integrates technology into instruction; assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP).

Position Description:

1. Applies strategies of adult learning across teacher leadership activities
2. Informs and facilitates the design and implementation of coherent, integrated professional development based on assessed student and teacher needs
3. Assists teachers in analyzing classroom and state assessment data to inform instruction
4. Provides demonstration lessons in curriculum and teaching techniques for classroom teachers and others
5. Facilitates communication about research based instructional practices and student achievement between and among teachers, within and across grade level
6. Assists in the implementation of the components of the Arkansas Comprehensive School Improvement Plan (ACSIP) process
7. Demonstrates current instructional technology in the classroom and for data analysis
8. Provides differentiated assistance to teachers based on individual needs
9. Facilitates and participates in district and building level training

Requirements/Qualifications:

- ❖ Valid Arkansas teaching license/Highly Qualified Teacher
- ❖ Four (4) years classroom teaching experience
- ❖ Instructional Facilitator Endorsement (Preferred)
- ❖ Skillful collaborator as evidenced by:
 - Communication skills
 - Collaboration skills
 - Interpersonal skills
 - Experience with instruction of adult learners
 - Time management
 - Planning and organizational skills
- ❖ Skillful in curriculum implementation and evaluation as evidenced by:
 - Knowledge of Arkansas content standards
 - Knowledge of effective/research based instructional practices
 - Knowledge of researched based assessment
 - Data analysis skills
 - Problem solving skills
 - Experience providing/facilitating professional development/learning
 - Knowledge of pedagogy
 - Research Based Ideas

Teacher Leader Standards

Developed by the Teacher Leadership Exploratory Consortium
December 16, 2009 Draft

Domain I: Understanding adults as learners to create communities of learning

The teacher leader understands how adults acquire and apply knowledge, and uses this information to promote an interdependent culture of shared accountability for school outcomes that maximizes teacher effectiveness and drives continuous improvement in student learning.

Performance indicators

The teacher leader:

- uses knowledge of how adults process and apply information to engage colleagues in meaningful interactions;
- utilizes group processes to help colleagues and team members work collaboratively to solve problems, make decisions, manage inevitable conflict and promote meaningful change;
- models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self or others in order to advance shared goals and professional learning;
- employs facilitation skills to create trust among group members, develop collective wisdom, build ownership and action that supports student learning;
- works to create an inclusive cohort of colleagues who turn to one another for learning and resources; and
- understands and utilizes technology to create an intergenerational learning community that extends beyond the boundaries of the school or district.

Domain II: Accessing and Using Research to Improve Practice and Student Outcomes

The teacher leader understands that research-based strategies are able to create new knowledge, improve instructional practice and make inquiry a critical component in teacher learning and school redesign and uses this knowledge to model and facilitate the use of action research and data-driven action plans.

Performance indicators

The teacher leader:

- Works with others to articulate issues/challenges related to student learning, taking into account others' interests, knowledge and resources.

Domain IV: Facilitating Improvements in Instruction and Student Learning

The teacher leader has a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and communicating a shared vision of teaching excellence.

Performance indicators

The teacher leader:

- Engages colleagues in working collaboratively to ensure that instructional practices are aligned to a shared vision, mission, and goals;
- Facilitates the collection and analysis of data to identify opportunities to improve curriculum, instruction, and assessment;
- Engages in reflective dialog with colleagues based on observation of instruction, student work and assessment data;
- Serves as a mentor, coach, content facilitator, or peer evaluator to support colleagues' individual and collective professional growth;
- Serves as a team leader to harness the skills, expertise and knowledge of colleagues to address the demands of the curriculum and needs of students;
- Uses knowledge of emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe.
- Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that the individual needs of students remain the central focus of instruction.

Domain V: Using Assessments and Data for Systemic Improvement

The teacher leader has a deep knowledge of current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning, and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Performance Indicators

The teacher leader:

- Increases the capacity of colleagues to use appropriate technology, research and expertise both inside and outside the district to identify, select or design appropriate, research-based assessment instruments;
- Facilitates teams of teachers in designing classroom-based assessments, analyzing and interpreting student work and other performance data, and applying findings to guide instructional decisions and improve educational practice;
- Facilitates effective individual and group interactions that engage colleagues in collaborative conversations about student learning data and instructional practice; challenges them to develop solutions, and develops a climate of trust and critical reflection; and
- Works with colleagues to use assessment and data findings to recommend potential changes in organizational structure or practices that will enhance student achievement.

Domain VI. Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement, and uses this knowledge to promote greater and more effective outreach with families, the community, and other stakeholders.

Performance Indicators

The teacher leader:

- Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families and the larger community;
- Models effective communication and collaboration skills with families and other stakeholders focused in improving educational outcomes;
- Facilitates colleagues' examination of their own understandings of community culture and diversity and how they can be used to enrich the educational experiences of students and achieve high levels of learning for all students;
- Collaborates with colleagues to develop comprehensive strategies for engaging families and community members as partners in the educational process;
- Develops a shared understanding among colleagues of child/adolescent development and conditions in the home and community that impact student learning; and
- Works with colleagues to identify and access internal and external resources, including technology, that support family and community interaction and involvement to support student learning.

Domain VII: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies, and uses this knowledge to advocate for student needs and for practices that optimize the teaching and learning process.

Performance indicators:

The teacher leader:

- Shares information with colleagues regarding how state and national trends and policies can impact classroom practices and expectations for student learning;
- Works with colleagues to identify and use research to advocate for better teaching and learning processes;
- Collaborates with colleagues to select appropriate policy contexts to advocate for the rights and/or needs of students, additional resources within the building or district that support student learning, and communicate effectively to relevant audiences;
- Advocates for professional resources, including financial support and other material resources that allow teachers to spend significant time learning about practice and developing a professional learning community focused on school improvement goals; and
- Represents and advocates for the profession by participating in local, state or national educational professional associations or committees or task forces addressing educational issues; and serving as assessors/scorers for state or national-level student or teacher assessments.

Arkansas Department of Education
Rules Governing the Rewarding Excellence in Achievement Program
Approved October 8, 2007

1.0 Regulatory Authority

- 1.01 These rules shall be known as the Department of Education (Department) Rules Governing the Rewarding Excellence in Achievement Program (REAP).
- 1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Ark. Code Ann. §§ 6-11-105, 25-15-201 et seq. and Act 1029 of 2007.

2.0 Purpose

- 2.01 The purpose of these rules is to create a pilot program to afford public school districts and public charter schools the opportunity to develop teacher compensation plans tailored to the needs of public school districts and/or public charter schools.

3.0 Definitions

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

- 3.01 "Compensation" which will be funded under the REAP plan will be the teacher's/employee's salary, excluding benefits.
- 3.02 "Knowledge and Skills" is the base portion of the teacher's compensation under a REAP compensation plan which considers but is not limited to factors such as years of experience and degree levels as set forth in the Rewarding Excellence in Achievement Plan.
- 3.03 "Local Board" is the local school board of directors exercising the control and management of a public charter school or public school district.
- 3.04 "Performance" is the portion of the teacher's compensation under a REAP plan which considers, without limitation, factors such as: professional development, teacher attendance, student achievement both by class and school-wide, and the teacher's performance evaluations.
- 3.05 "Rewarding Excellence in Achievement Program (REAP)" is an alternative plan for teacher compensation which may be developed by a public school, public school district, or public charter school.
- 3.06 "Participants" are the public school or school districts or public charter schools selected for participation in the Rewarding Excellence in Achievement Program.
- 3.07 "Peer Evaluations" means objective evaluations of teachers conducted by other teachers using multiple criteria including provisions for integrated on-going site-based

professional development activities to improve instructional skills and learning that are aligned with student needs under §6-15-2009. These peer evaluators shall understand teaching and learning and be locally selected and periodically trained evaluators.

- 3.08 "Staff" are the teachers, administrators and/or classified employees who have voted to be participants in the REAP program.

4.0 Selection Criteria and Requirements in Considering the Application for Rewarding Excellence in Achievement Program

- 4.01 Public school districts or public charter schools desiring to participate in the Rewarding Excellence in Achievement Program must submit an application to the State Board of Education, on forms developed by the Department. A district may apply on behalf of a single school within the public school district that desires to participate in the REAP plan.
- 4.02 Participants shall be selected through a competitive process.
- 4.02.1 Consideration will be given to qualified applicants from various locations and from districts of various sizes and demographics.
- 4.03 The application procedure shall provide for a phase-in process, beginning with a planning phase for a minimum period of twelve-months, to allow applicants access to resources that would allow sufficient research of best practices and time to garner community and staff support in submitting a REAP plan.
- 4.04 To participate in REAP, a participant must submit a proper application providing all necessary information and documents as requested by these rules and the form herein attached and incorporated as the REAP Application Form.
- 4.05 The REAP Application shall be submitted or postmarked to Human Resource Office of the ADE on or before 4:30 p.m. on Monday, March 3, 2008.
- 4.06 To the extent practicable, the ADE shall select three REAP participants from each congressional district with at least one participant having a student population of less than 1,000 students; between 1,000 and 8,000 students; and greater than 8,000 students. In addition, the ADE shall, to the extent possible, strive to have REAP participants from each congressional district with at least one participant from each who has a percentage of eligible Free and Reduced Lunch (FRL) student population greater than 90% students; less than 90% but greater than 70% eligible FRL students; and less than 70% FRL eligible students. To the extent possible, the ADE shall try to mix the student population requirements with differing demographics of percentage of eligible FRL students between Congressional districts so as to have a varied representation of size and demographic of students in the pilot study.

- 4.06.1 Each participant that meets the criteria mentioned in Section 4.06 shall receive point(s) pursuant to the rubric, which will be developed by the committee (Section 5.02), for each criteria met. In addition, each participant application shall receive point(s) on a competitive scale based on the quality of compliance with the requirements of Sections 4.00, 5.01 and 6.00 of these rules.
- 4.06.2 The ADE has the discretion to select certain REAP participants as necessary to comply with the selection criteria of Section 4.06 regardless of the competitive score of any single participant.
- 4.07 To participate in REAP, a participant must have an approved comprehensive school improvement plan, as defined in Ark. Code Ann. §§ 6-15-419(9).
 - 4.07.1 Prior to full implementation of a REAP plan, the comprehensive school improvement plan of the participant shall include:
 - 4.07.1.1 Assessment and evaluation tools to measure student performance and progress based on an achievement gains model;
 - 4.07.1.2 Performance goals and benchmark improvement;
 - 4.07.1.3 Measures of student attendance and completion rates;
 - 4.07.1.4 A rigorous professional development system consistent with the comprehensive school improvement plan defined in Ark. Code Ann. §§ 6-15-419(9) and student academic improvement plans as defined in Ark. Code Ann. §§ 6-15-419(2);
 - 4.07.1.5 Measures of student, family, and community involvement and satisfaction;
 - 4.07.1.6 A data reporting system about students and their academic progress that provides parents and the public with understandable information.
 - 4.07.1.7 A teacher induction and mentoring program for probationary teachers that provides continuous learning and sustained teacher support; and
 - 4.07.1.8 Substantial participation by teachers in developing the REAP plan.
- 4.08 As part of the application process, schools wishing to participate shall conduct a vote of the teachers to show or express interest in the development of a REAP plan with the level for acceptance being seventy percent (70%) or another percent established by a majority vote of the teachers and approved by the local board.
 - 4.08.1 After the local committee completes the development of the REAP plan, it will be distributed to the teachers before submission to the State Board of Education.
 - 4.08.2 If fifty-one percent (51%) or more of a participating school's teachers elect not to participate, the REAP plan shall not be approved by the State Board of Education or implemented.
 - 4.08.3 A teacher in a school selected by the State Board of Education to participate may elect not to participate in the REAP plan.

- 4.09 All recipients of funds provided by the REAP plan shall cooperate and share all school demographic and student achievement data with any state-sponsored evaluation of this program.
 - 4.09.1 Applicant public school districts or public charter schools shall form a committee to consist of its administrators and teachers, the majority of who shall be classroom teachers.
 - 4.09.1.1 The classroom teacher members of the committee shall be elected by a majority of the classroom teachers voting by secret ballot.
 - 4.09.1.2 The election shall be solely and exclusively conducted by classroom teachers, including the distribution of ballots to all classroom teachers.
 - 4.09.2 The committee shall be responsible for creating, assisting in the implementation and evaluating the school's REAP plan.
 - 4.09.3 The committee shall annually report to its local board on the evaluation of the school's REAP plan.

- 4.10 The contents of a REAP plan approved for participation in the REAP shall:
 - 4.10.1 Describe how teachers can achieve career advancement and additional compensation;
 - 4.10.2 Describe how participants will provide teachers with career advancement options that allow teachers to retain primary roles in student instruction and facilitate site-focused professional development that will help other teachers improve their skills;
 - 4.10.3 Describe all assurances as to how the plan will prevent the initial compensation of participating staff members from being reduced by implementing the pay system developed as a result of the REAP plan;
 - 4.10.4 Describe how the forty percent to sixty percent (40% - 60%) performance portion of compensation will be determined;
 - 4.10.5 Describe how the forty percent to sixty percent (40% - 60%) knowledge and skill base portion of compensation will be determined;
 - 4.10.6 Describe how the plan will reform the "steps and lanes" salary schedule;
 - 4.10.7 Describe how the participants will encourage a collaborative relationship among teachers; and
 - 4.10.8 Describe how, after full plan implementation, the alternative compensation system will be sustained if it is deemed successful or phased out if the REAP plan evaluation reveals that the plan does not work for the participant.

- 4.11 Rewarding Excellence in Achievement plans approved for participation in the program may include provisions regarding the compensation for administrators and other staff members.

- 4.12 Under the REAP plan, increases in compensation for the performance portion, forty percent to sixty percent (40% - 60%) of the teacher's total compensation, shall include:

- 4.12.1 Achievement gains of students in each teacher’s class on student scores under the statewide assessment program described in Ark. Code Ann. §§ 6-15-433. Locally selected and Department of Education approved standardized assessment outcomes for students in each teacher’s class may also be included.
- 4.12.2 Achievement gains of students on a school-wide basis under the statewide assessment program described in Ark. Code Ann. §§ 6-15-433. Locally selected and Department of Education – approved standardized assessment outcomes may also be included; and
- 4.12.3 The remaining percentage of the performance portion of compensation of the teacher’s total compensation shall be based on an objective teacher evaluation program that includes:
 - 4.12.3.1 An individual objective teacher evaluation conducted by the school principal that is aligned with the comprehensive school improvement plan and professional development plan described in Ark. Code Ann. §§ 6-15-2607; and
 - 4.12.3.2 Peer objective evaluations using multiple criteria conducted by locally selected and periodically trained evaluators who understand teaching and learning and that include provisions for integrated ongoing site-based professional development activities to improve instructional skills and learning that are aligned with student needs under Ark. Code Ann. §§ 6-15-2009.

5.00 REAP Timeline and Schedule

- 5.01 All applications due or postmarked on or before 4:30 p.m., Monday, March 3, 2008.
- 5.02 ADE shall convene the appropriate committees to develop a rubric for the application process as well as to read and evaluate REAP applications.
- 5.03 ADE shall announce the twelve (12) approved REAP applications or that number up to twelve (12).
- 5.04 May 1, 2008 through May 1, 2009: Participants are required to implement the “phase-in” process for all approved applicants. Quarterly written updates are to be provided to ADE on the implementation phasing-in processing with updates due:
 - a. August 1, 2008
 - b. November 1, 2008
 - c. February 1, 2008
 - d. May 1, 2008
- 5.04.1 Districts may count any time already used to phase-in an already existing REAP program or similar program approved as a REAP application for the phase-in process time period required in Section 5.00 of these rules.

- 5.05 July 1, 2009 is the latest required date for implementation for an approved REAP program.
- 5.06 These dates shall be subject to modification or alteration as determined in the best interest of the REAP program by the ADE.

6.00 Staff Development

- 6.01 Staff development activities for a participant in the Rewarding Excellence in Achievement Program shall:
 - 6.01.1 Focus on the school classroom and research-based strategies that improve student learning;
 - 6.01.2 Provide opportunities for teachers to practice and improve their instructional skills over time;
 - 6.01.3 Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - 6.01.4 Enhance teacher content knowledge and instructional skills;
 - 6.01.5 Align with state academic standards;
 - 6.01.6 Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction and provide opportunities for teacher-to-teacher mentoring; and
 - 6.01.7 Align with the REAP plan of the participant.
- 6.02 Staff development activities for participants in the Rewarding Excellence in Achievement Program may include:
 - 6.02.1 Curriculum development and curriculum training programs; and
 - 6.01.2 Activities that provide teachers and other staff members training to enhance teacher, team, and school performance.
- 6.03 The participants may implement other staff development activities associated with professional teacher compensation models.

7.00 Evaluation of Participants

- 7.01 The Department of Education shall commission an annual evaluation of the REAP plan of each school participating in the program.
- 7.02 The annual evaluation shall include, without limitation, consideration of:
 - 7.02.1 Student scores under the statewide assessment program described in § 6-15-433;
 - 7.02.2 Student attendance;
 - 7.02.3 Student grades;
 - 7.02.4 Incidents involving student discipline;
 - 7.02.5 Socioeconomic data on students' families;
 - 7.02.6 Parental satisfaction with the schools;

- 7.02.7 Student satisfaction with the schools; and
- 7.02.8 Correlations between student assessment gains and teacher degree levels, years of experience, staff development, and a school's status for having a qualified teacher in every classroom under Ark. Code Ann. §§ 6-15-1004.

8.0 Reporting and Continued Funding for the Rewarding Excellence in Achievement Program

8.01 In addition to the program evaluation required by Section 7.00 of these rules each participating school district or public charter school shall report on the implementation and effectiveness of its REAP plan and make recommendation by August 15th each year to its local board.

8.01.1 The local board shall transmit a copy of the report with a summary of the findings and recommendations of the public school or school district or public charter school to the Commissioner of Education.

8.02 If the Commissioner determines that a public school or school district or public charter school that receives funding under the REAP program is not complying with the requirements of the program, the Commissioner shall withhold further funding from that participant.

8.02.1 Such withheld funds may be reallocated to other existing REAP participants or REAP applicants in an alternate status of award.

8.02.2 Before making the determination to withhold funds, the Commissioner shall notify the participant of any deficiencies and provide the participant an opportunity to comply with the requirements of the REAP program.

8.03 At the end of the REAP period, the Commissioner shall present evaluation findings and recommendations to the State Board of Education, the House Education Committee and the Senate Education Committee.

Procedures for the REAP Application

1. Sections I, II, III and VI are to be completed on the application form. Sections IV and V may be completed by a Word document and attached to the application. (Applications may be submitted on-line.)
2. All responses to sections IV and V should be titled/ labeled for easy reference by the reviewers. Each section should define the goal and include specific measurable objectives for each goal.
3. The budget should differentiate the costs for planning and incentives to staff. The budget should also outline how any projected new revenue would be added to these incentives as well as how to address compensation of staff which may fluctuate due to varying results on the criteria for compensation.
4. The narrative for Section IV "Criteria for Selection" of the application should not exceed ten (10) typed pages, double spaced with a font minimum of twelve (12).
5. The deadline for the application is the end of business (4:30 p.m.) March 3, 2008. Applications postmarked on or prior to March 3, 2008 will be accepted.

Rewarding Excellence in Achievement Program (REAP)

Application for the 2007-08 School Year

I. Name of School, Charter School, or District _____

School / District Address _____

City _____

Phone Number _____ Fax _____

II. Authorized Administrator _____

Title _____ Mobile Number _____

III. School / District Demographic: (Please report data as reported in APSCN)

a) Name of Educational Service Cooperative _____

b) Congressional District _____

c) Student Population _____

d) Grade Levels _____

e) Percent of the Student Population eligible for Free and Reduced Lunch (FRL) priced meals: 2005-06 _____ and 2006-07 _____

f) Percent of Student Attendance: 2005-06 _____ and 2006-07 _____

g) Percent of Students Graduating: 2005-06 _____ and 2006-07 _____

h) Average ACT score for: 2005-06 _____ and 2006-07 _____

i) Percent of Licensed Teachers who voted in support of REAP _____

j) Percent of Licensed Teachers who stated they would participate in REAP _____

k) Percent of Licensed Teachers with a Masters Degree _____

l) Percent of Licensed Teachers with a Doctorate Degree _____

- m) Percent of Teacher Attendance:
2005-06 _____ and 2006-07 _____
- n) Average number of Professional Development hours per teacher:
2005-06 _____ and 2006-07 _____
- o) Average Years of Experience of Licensed Staff:
2005-06 _____ and 2006-07 _____
- p) Percent of Highly Qualified Teachers in the Core Academic Content Areas:
2005-06 _____ and 2006-07 _____

IV. Criteria for Selection: (Please address these topics in an accompanying narrative.)

- a) Performance Goals of Students with the Implementation of this plan
- b) Describe the Selection and Responsibility of individuals' service on the REAP Committee for the School / District
- c) Describe the Rigor of the Professional Development Plan by the School / District to enhance student performance
- d) Describe how students, families and the community will be involved in the REAP program.
- e) Describe the Recruitment and Retention efforts of the school / district to hire and retain highly qualified teachers to enhance student learning.
- f) Describe the new Professional Pay Plan and methods for teacher compensation. (This plan must include but is not limited to the following criteria.):
 - i. Career Advancement Options
 - ii. How the 40% - 60% will be determined for Performance (Gains in student achievement on appropriate assessment instruments);
 - iii. How the 40% -60% will be determined for Knowledge and Skills;
 - iv. How the steps/lanes salary schedule has been reformed; and
 - v. How the plan will be eliminated or phased out if not successful.
- g) Describe the Evaluation of the Plan and how the evaluation will be reported to local School Board Members and the Community.
- h) Attach a copy of the district's approved comprehensive school improvement plan (ACSIP), as defined in Ark. Code Ann. §§ 6-15-419(9).

V. Implementation:

A. Planning Period: _____

B. Describe the Phase In Process:

a. _____

b. _____

C. Budget: Outline the requested budget for planning and implementation. (This may be an attachment.)

VI. Assurances:

By signing below, I indicate that I understand and agree to abide by the requirements of the Program as set forth in the Arkansas Department of Education's Rules Governing the Rewarding Excellence in Achievement Program (REAP), a copy of which I have received, and I further understand that my failure to fully comply with the Program Rules could cause the Department to terminate both my individual and my school district's participation in the Program.

Signature Required:

Printed Name and Position of School / District Administrator

Signature of School / District Administrator Date

*The REAP Application must be postmarked or received by the Arkansas Department of Education on or prior to March 3, 2008, for consideration for the 2007-08 school year.

Send completed Application to: Ms. Beverly A. Williams, Assistant Commissioner, Arkansas Department of Education, 4 Capitol Mall, Room 204-B, Little Rock, Arkansas 72201.

For Use by the Arkansas Department of Education only:	
<u>Approved by:</u>	<u>Date Approved:</u>

REAP Timeline

1. March 3, 2008: Application Deadline to the ADE
2. April 1, 2008: Committee formed to read and evaluate the REAP applications
3. April 30, 2008: Announce the twelve (12) approved REAP Applications
4. May 1, 2008 through May 1, 2009: Required planning and phasing-in process of all approved applications. Quarterly updates due to the ADE on:
 - a. August 1, 2008
 - b. November 1, 2008
 - c. February 1, 2009
 - d. May 1, 2009
5. July 1, 2009 Planned Implementation for all approved REAP programs.

**Arkansas Department of Education
Rules Governing Arkansas Alternative Pay Programs
October 8, 2007**

1.0 Regulatory Authority

- 1.01 These rules shall be known as the Department of Education (Department) Rules Governing Arkansas Alternative Pay Program.
- 1.02 These rules are enacted under the State Board of Education's (State Board) authority pursuant to Act 847 of 2007.

2.0 Purpose

- 2.01 The purpose of these rules is allow an Alternative Pay Programs to be created for both Licensed and Classified employees in Arkansas's public schools.

3.0 Definitions

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

- 3.01 "Alternative Pay" means a salary amount that is part of the licensed or classified employee's total compensation for additional responsibilities, mastery of new knowledge and skills, advanced career opportunities, increased student achievement, attracting highly qualified teachers or professional development exceeding state minimums.
- 3.02 "Classified Employee" means a persons employed by a public school district under a written annual contract who is not required to hold a teaching license issued by the Arkansas Department of Education as a condition of employment.
- 3.03 "Compensation" which will be funded under the REAP plan will be the teacher's/employee's salary, excluding benefits.
- 3.04 "Licensed Employee" means a persons employed by a public school district who is required to hold a teaching license issued by the Arkansas Department of Education.
- 3.05 "Teacher" means any person who: 1) is required to hold a teaching license from the Arkansas Department of Education unless the State Board has waived this requirement as part of a public charter school contract and 2) is engaged directly in instruction with students in a classroom setting for more than seventy percent (70%) of the individual's contracted time, including a guidance counselor or school librarian.

4.0 Selection Process and Requirements for the Arkansas Alternative Pay Program

- 4.01 Public School Districts desiring to participate in the Arkansas Alternative Pay Program must submit an application to the State Board of Education.
- 4.02 The program maybe for licensed employees, classified employees or both employee groups and all eligible employees may participate in the program.
- 4.03 A program may be implemented on a district-wide or on a school-by-school basis.
- 4.04 Alternative Plan Committee and Collaborative efforts are required for consideration
 - 4.04.1 Evidence of Collaborative efforts among the participating school board, administrators, teachers, classified employees, association representatives and parents of children attending the school district.
 - 4.04.2 A committee shall be established from the groups in 4.04.1 with fifty percent (50%) of the committee being composed of teachers.
 - 4.04.3 The committee members shall be selected by the respective groups which they represent.
 - 4.04.4 The program is a personnel policy and shall be promulgated in accordance with § 6-17-201 et. seq. and § 6-17-2301 et. seq. except to the extent that those personnel policies are negotiated in any school district that recognizes an organization representing a majority of teachers.
 - 4.04.5 Show of interest resolution which states at least seventy percent (70%) of the employees are interested. (Another percentage may be established with approval by a majority vote of the teachers and the local school board.)
 - 4.04.6 The role of the committee shall be charged with the design, implementation and evaluation of the program.
- 4.05 Objective Criteria which shall be considered in all plans are:
 - 4.05.1 Measurable Indicators of student achievement.
 - 4.05.2 Percent of alternative pay which is related to the annual increases in student test scores. (No more than fifty percent (50%) of the program's eligibility requirements or alternative pay is allowed to be based on an individual teacher's students' test scores.)
 - 4.05.3 There is a clear system of payment which is not arbitrary.
 - 4.05.4 The alternative pay shall be at least ten percent (10%) of the salary and payable in one year based upon one-contract year.
 - 4.05.5 There is an established and ongoing support system for the participants with both financial and administrative resources to implement the program.
 - 4.05.6 The program is aligned to the school's/district's Arkansas Comprehensive School Improvement Plan. (ASCIP).
 - 4.05.7 The plan is a part of a larger set of reforms.

4.05.8 At least fifty-one percent (51%) of each employee group listed in 4.04.1 must elect to participate to implement any plan for that employee group. This is with the understanding that individual employees have the right to choose not to participate in the plan for that group.

5.0 Arkansas Alternative Pay Programs Timeline and Schedules

5.01 Quarterly written updates are to be provided to ADE on the implementation of an alternative pay plan yearly. Those reports are due on the following dates:

- a. October 1st
- b. January 1st
- c. April 1st
- d. July 1st

5.02 Arkansas Alternative Pay Programs should be ready for implementation by July 1st of the initial school year

5.03 These dates shall be subject to modification or alteration as determined in the best interest of the Arkansas Alternative Pay Programs program by the ADE.

6.0 Funding for the Arkansas Alternative Pay Programs

6.01 Funding will be from existing school and/or district revenue. No additional state funds have been appropriated at this time.

ARKANSAS' EQUITY PLAN
Updated October 2008

Arkansas has many legislative and research projects that are working to ensure poor or minority children are not taught by inexperienced teachers or out-of-field teachers at higher rates than other children.

The resources, which the state has identified to ensure that there is equity in Arkansas' public schools, are: 1) Facilities, 2) Salaries and 3) Teacher Shortage. These are addressed below:

1. Facilities- Under the Continuing Adequacy Evaluation Act of 2004 (Arkansas Code Annotated (A.C.A) §§ 10-3-2101) the General Assembly committed to make biennial assessments of the concept of "adequacy" as it pertains to public school education. The facilities in which a public school education is delivered are a part of that concept. Since that time, approximately \$700 million has been appropriated to improve school facilities in Arkansas' two hundred forty-five (245) school districts (excluding charter schools). Projects for facility funds are approved on need. For the 2005-2006 school year, all projects meeting the criteria, as defined in the law, were funded. I'M NOT SURE HOW THIS FUNDING NEXT SENTENCE IS DIFFERENT THAN ORIGINAL—MAKES ONE SET SEEM NOT QUITE IN THE SPIRIT OF THE LAW In the 2006-2007 and the 2007-2008 school year, projects were funded more along the line of the state's priority of need. (There were many projects approved that were not funded.) All of the safe, dry and healthy projects outlined in Arkansas' adequacy study were funded. Additional funding requests will be made again during summer 2009.
2. Salaries
 - a. In 2004, the Arkansas Supreme Court ruled in the Lake View School District vs Huckabee (Arkansas Governor at that time) case that Arkansas did not have a suitable and efficient funding system of public education for its students. The Arkansas Supreme Court declared that it is the duty of the state of Arkansas to provide a general, suitable, and efficient system of free public schools to the children of the state under the Arkansas Constitution, Article 14. The General Assembly is obligated to ensure the provisions of an adequate and equitable system of education. Therefore, in the First Extraordinary Session of 2006 legislators implemented revisions to Arkansas laws. Those revisions to the laws included the *Minimum Teacher Compensation Schedule*, funding provided under the public school funding act of 2003, and a clarification of the nine percent (9%) foundation funding for maintenance, repair and renovation to all public school facilities. THAT HAS TO DO WITH FACILITIES, NOT SALARIES.

- b. During the 2003 Second Extraordinary Session, Acts 59 and 74 were passed and became Arkansas Code Annotated §§ 6-17-2403, or the *Minimum Teacher Compensation Schedule*. The legislation established a minimum base salary for beginning teachers, a minimum annual increment, a minimum salary for teachers with a Master’s Degree, a requirement that teachers receive credit for his or her total years of experience if they maintain a valid Arkansas license and the requirement that teachers be compensated for any additional days of work at their daily rate of pay (DRP). This minimum teacher salary schedule has been modified periodically to establish a more competitive minimum salary. During the 86th General Assembly in 2007, legislation updated the minimum salary schedules. As a result and beginning with the 2008-09 school year, the minimum salary for teachers with a Bachelor’s Degree is \$29,244 and \$33,630 for beginning teachers with a Master’s Degree.
- c. Act 57 of the Secondary Extraordinary Session in 2003 determined what is needed to fund an adequate education for children in Arkansas. Beginning with the 2004-05 school year, a report from the consultant group Oden-Picus determined that districts should be funded at the rate of \$5400 per pupil. Didn’t O-P come back for a second round? Seems to be mentioned below for the 07 session. For the next biennium, the legislators conducted a self-study and determined that the funding rate per pupil should be increased as indicated in the table below. Every two years the funding ratio is recalibrated for the next biennium. A recalibration study has been presented by Picus and Associates to the legislators and their study was approved during the Legislative Session of 2007. In the Adequacy Study findings regarding both salary and staffing needs were presented. (See document in the evidence notebook.) The recommended funding for the 2006-07 and the 2007-08 school years was made in order to maintain adequacy after the Lake View hearing. As a result of amending the state’s funding formula all school districts are funded equitably.

School Year	2004-05	2005-06	2006-07	2007-08	2008-09
Per Pupil Funding	\$5400	\$5528	\$5662	\$5719	\$5789

Table 1 State equalization funding per pupil

- d. The Arkansas Teacher Housing Development (A.C.A. §§ 6-26-301 et. seq.) and The Teacher Housing Fund (A.C.A. §§ 6-26-305) were passed during the Second Extraordinary Session of 2003. As part of this act an Arkansas Teacher Housing Development Board was created, however only after the passing of Act 2004 of 2005 were funds appropriated to fund the positions of Director and Administrative Assistant, as well as the funds to manage an office. During the 2005-06 school year staff positions were filled and the staff has begun working with community leaders to organize and develop this housing

program. The mission of this office is the identification of reasonably priced housing for highly qualified and experienced teachers to relocate to hard-to-staff areas of the state, particularly the Delta region of Arkansas.

During the 2006-07 school year, twenty Arkansas counties and their respective school districts were designated as eligible under this legislation. This list of counties and school districts was reviewed and the number of counties eligible was reduced to fourteen (14) in October 2007. Since that time approximately eight-one (81) applications for the housing program have been submitted. Eighteen (18) teachers have received funds to assist with homeownership via the incentive program and another twenty-eight (28) teachers have received rental incentive funds in these districts. (The 2006 and 2008 annual reports are in the evidence binder.)

- e. The Traveling Teacher (A.C.A. §§ 6-13-808) was passed during the 86th General Assembly of 2007. The purpose of this act was to assist school districts in providing appropriately licensed teachers to teach required courses in grades nine through twelve (9-12). The Rules Governing the Traveling Teacher Program explains the application process (including the Highly Qualified Status of the teacher), the incentive bonus and selection process including general policies and procedures relating to the traveling teacher program.

School Year	Number of Districts	Number of Teachers
2007-08	1	1
2008-09	2 (to date)	2 (to date)

Table 2 Data on Traveling Teachers

- f. The Alternative Pay Plan (A.C.A. §§ 6-17-119) and the Rewarding Excellence in Achievement Program –R.E.A.P. (A.C.A. §§ 6-15-2601 et. seq.) are two alternative pay plans which afford public school districts and public charter schools the opportunity to develop teacher compensation plans tailored to the needs of public school districts and/or public charter schools. The rules governing both the Alternative Pay and REAP plans describe the purpose and permissions of the two laws. In addition the application process for the REAP plan, which is a competitive program, awards additional money to funded schools/districts is contained in its rules.

School Year	Number of Districts awarded a REAP grant
2008-09	2

Table 3 Number of Districts Awarded a REAP grant

3. Teacher Shortage

- a. In August of 2006, the *Bureau of Legislative Research* submitted a report to the Joint Education Committee in which it was stated that Arkansas does not have a teacher shortage problem, but a “sorting problem”. In other words the demographics of where the teachers looking for employment are located is different than where the job openings exist. The Arkansas Department of Education has been working via the other initiatives in this section to assist school districts in locating highly qualified teachers. Economic development and housing are both issues that need to be addressed in order for teachers to relocate in the Delta and Southeastern quadrant of the state. The plan includes continued dialogue with business and school leaders in this region as well as the Arkansas Economic Development Commission and the Arkansas Department of Higher Education.

- b. Retention Data: In Spring 2008, the Office of Teacher Quality compiled longitudinal data on the retention rate of new teachers in AR public schools. It showed that Arkansas’ retention rate is much higher than the national average. In the research, the numbers show that 25%-35% of teachers quit teaching after their first year and 50% of these teachers quit by the end of five years. Arkansas’ data shows that the efforts of our legislators to improve teacher salaries and the Pathwise mentoring program in the state has a major impact on teacher retention for the state.

School Year	% of first year teachers not returning	% of teachers not returning after five years
2001-02	19.72%	31.17%
2002-03	18.40%	30.49%
2003-04	9.07%	26.52%
2004-05	6.26%	NA
2005-06	6.42%	NA
2006-07	7.11%	NA
2007-08	Data for 08-09 not concluded	NA

Table 4 Retention Data on teachers after years one and five

- c. Equity Assistance Center (EAC) – A.C.A. §§ 6-17-1902 established an Equity Assistance Center at the Arkansas Department of Education. The center is to provide technical assistance to school districts in developing a recruitment plan.
- d. District Minority Recruitment Plans – Beginning in the 1992-93 school year, each school district in the state with more than five percent (5%) minority student population was required to prepare a minority teacher and administrator recruitment plan and file it annually with the Equity Assistance Center (EAC) of the Arkansas Department of Education pursuant to A.C.A. §§ 6-17-1901. The table below outlines the number of districts in the state with 95% or more white students who were not required to submit a Minority Teacher and Administrator Recruitment Plan. (For the past three years Arkansas has had approximately 245 school districts.)

School Year	2004-2005	2005-06	2006-07	2007-2008
Number of AR Districts with 95% or more white students	100	91	80	76

Table 5 Number of Arkansas public school district with 95 percent or more white students

- e. Since the 2006-07 school year, the Arkansas Department of Education has a yearly Memorandum of Understanding with the Teach for America Corporation (TFA) to assist the state in staffing teachers in the Delta Region. Arkansas has been a partner with TFA for the past eighteen (18) years. During the first nine (9) years the number of TFA teachers in the state ranged from three (3) to twenty-two (22). As outlined in the table below that number has grown. For the past eight (8) years the number of Highly Qualified teachers employed in Arkansas through annual contracts with TFA is substantially higher as illustrated:

Year	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
1 st Yr	11	18	38	24	38	39	39	35
2 nd Yr	10	11	18	29	24	37	33	36

Total in AR	21	29	56	54	62	76	72	71
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Table 6 Data on Teach For America (TFA) teachers in public schools in the Arkansas Delta

The state believes this growth in highly qualified teachers in the Delta region is an asset to the state and evidence of efforts to bring equity to students in this geographic region.

- f. In 2003, Act 101 established *High Priority Districts Bonus Incentives* (A.C. A. §§ 6-17-811) which provided the state with a three (3) year pilot program. During the 86th General Assembly in 2007, the statute was revised from the original pilot format. For this program, a high priority district is defined as one in which over eighty percent (80%) of the students qualify for the free or reduced-price lunch program. In this program, teachers were offered \$10,000 as a recruitment and retention bonus to teach in one of the eleven (11) school districts which were designated as high-needs districts. These teachers would receive \$4000 the first year and \$3000 for the second and third years. Teachers who were currently employed in the district received an annual \$2000 bonus. The major revision in the law is that the incentive is paid at the end of the school year rather than at the beginning of the year. The state has appropriated over four (4) million dollars each biennium through this bonus incentive program to recruit teachers in high-priority districts. Table 7 illustrates the number of teachers who have benefited from this program each year. It is important to observe the large jump in the number of current teachers, therefore those teachers retained, for the 2007-08 school year.

Years	# of New Teachers	# of Current Teachers	\$ Distributed
2004-05	127	423	\$1,282,000
2005-06	90	414	\$1,257,558
2006-07	39	335	\$ 910,516
2007-08	92	461	\$1,415,952

Table 7 Distribution of the high-priority district bonus incentives

- g. The Office of Teacher Recruitment and Retention is a program within the ADE designed to address a shortage of teachers in Arkansas, increase the pipeline of potential teachers and inform persons interested in careers in education of available incentives for those who will work in high demand areas. A draft of the long range plan for this office was attached to the Equity Plan in 2006. A report on the Pathways to Teaching event in November 2007 and the Annual Report for 2007-08 are attached to this document.

- h. The Troops to Teachers (TTT) program in Arkansas is working hand-in-hand with the Office of Teacher Recruitment and Retention. In the spring of 2006, the Arkansas Department of Education (ADE) employed a new program advisor to ensure that this program reaches its full potential. Arkansas entered into a Memorandum of Understanding with the Dantes Troops to Teachers program. The teachers hired through TTT will all be highly qualified since they are required to successfully pass the content knowledge Praxis examination for the licensure area prior to admission into the program.

School Year	2005-2006	2006-2007	2007-2008	2008-2009
Number of military personnel recruited to AR schools through the TTT program each year	6	5	7	17

Table 8 Number of Recruits through the TTT program

- i. During the 2005-06 school year the Arkansas Department of Higher Education (ADHE) implemented the Teacher Opportunity Program (TOP) pursuant to A.C. A. §§ 6-81-610. In addition, the legislation also appropriated two million dollars a year to fund this project. The maximum a teacher can receive is \$3000 per year (\$2000 from the ADHE and \$1000 from the local school districts). This dual licensure incentive program is designed to provide loans to teachers who are returning to college to receive an additional licensure in a subject matter declared to be a shortage area by the Arkansas Department of Education. The teacher must be currently employed as a classroom teacher in a public school in Arkansas and have been employed by the same district for at least three (3) years immediately preceding the application. The Arkansas Department of Higher Education will forgive the loan if the recipient receives the additional licensure area within three (3) years of first receiving funds under the program AND teaches or serves as a classroom teacher in an Arkansas public school district for three (3) continuous years immediately following receipt of the additional licensure area. As evidence from Table 9 below, this program needed more advertisement in first year. With the advertisement the number of teachers participating in TOP doubled in 2006-07. This program assists teachers in obtaining full licensure, and in many cases, highly qualified status as they increase the content knowledge for the licensure area.

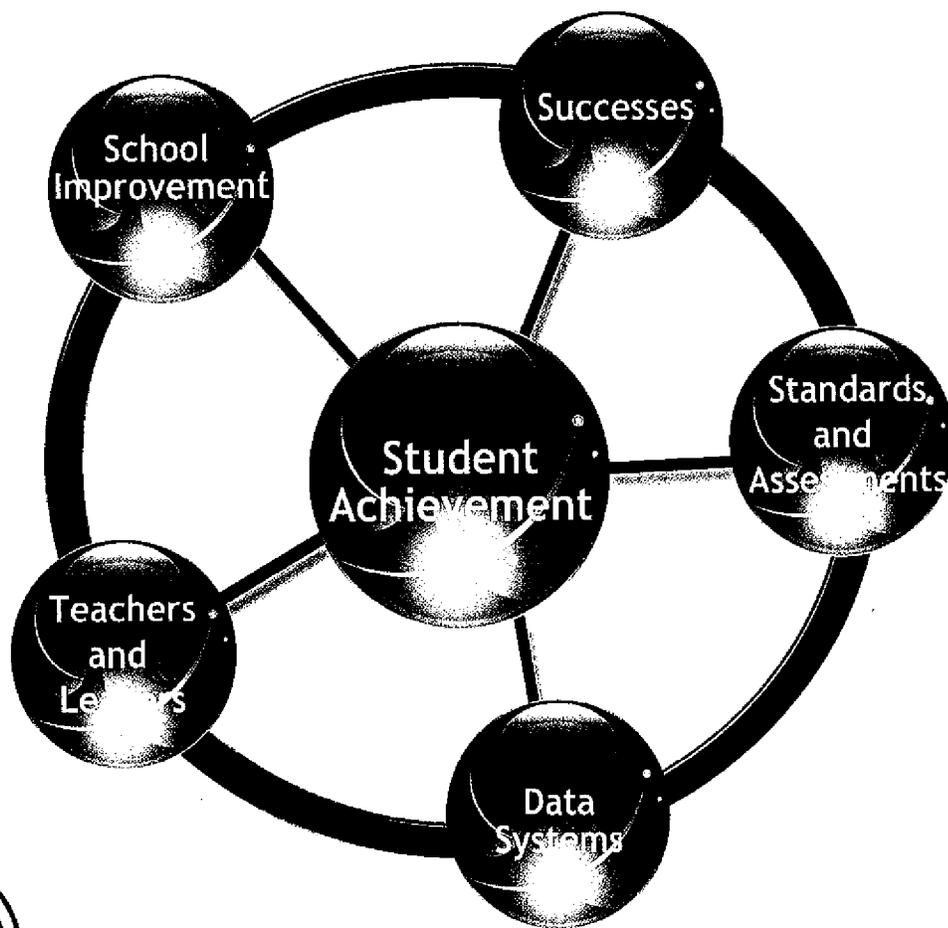
Year	Number of teachers participating in TOP
2005-06	17
2006-07	34
2007-08	41

Table 9 Number of teachers participating in TOP

- j. Since 2004 Arkansas has maintained a partnership with Teachers-Teachers.com to assist local school districts and the state in the recruitment of teachers and administrators for any school district in Arkansas. The table below illustrates the number of unique “hits” on the Arkansas site. The utilization of the online application system makes applications and job announcements a viable part of the state’s equity plan. The following statistics illustrate the impact of this program in the state:
- 22,276 the total number of licensed educators interested in AR education positions
 - 338 registered Arkansas users (Districts, Co-Op, ADE, DOC)
 - 2,857 new candidates names were added to the prospect lists in all subject areas
 - 2,062 candidate names were added for special education
 - 997 jobs were posted in all subject areas
 - 195 jobs were posted in special education
 - 74,898 emails were sent to candidates on behalf of AR school districts
 - 6,618 “unique” candidates viewed at least one Arkansas job posting
 - 710 “unique” candidates viewed at least one special education job posting
 - At the end of the 1st year of the school districts which reported, they stated that 23% of their hires utilized Teachers-Teachers.Com
 - 92% of these candidates were NOT Arkansas teachers during the previous (2004-05) school year

This last statistic is impressive. This is recruitment and not mere shuffling of existing Arkansas teachers. The state is hoping that though this continued partnership, it will have mobility data to enter into the warehouse of our Comprehensive Data Plan to assist all school districts in their recruitment efforts.

Appendix E



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

1 State of Arkansas
2 84th General Assembly
3 Regular Session, 2003
4

As Engrossed: H4/7/03 H4/11/03

A Bill

Act 1467 of 2003
HOUSE BILL 2697

5 By: Representatives Green, C. Johnson, White, Penix, King, Judy, Borhauer, J. Johnson, Haak, Mahony
6 By: Senators Gullett, Womack, Trusty, Whitaker
7

For An Act To Be Entitled

8
9
10 AN ACT TO CREATE THE OMNIBUS QUALITY EDUCATION
11 ACT OF 2003; TO ESTABLISH A COMPREHENSIVE SYSTEM
12 OF EDUCATIONAL ACCOUNTABILITY TO ENFORCE THE
13 ARKANSAS STANDARDS OF ACCREDITATION; THE ARKANSAS
14 COMPREHENSIVE TESTING, ASSESSMENT AND
15 ACCOUNTABILITY PROGRAM, THE NO CHILD LEFT BEHIND
16 ACT OF 2001; THE ARKANSAS ACADEMIC DISTRESS
17 PROGRAM; THE ARKANSAS FISCAL DISTRESS ASSESSMENT
18 AND ACCOUNTABILITY PROGRAM; AND FOR OTHER
19 PURPOSES.
20

Subtitle

21
22 THE OMNIBUS QUALITY EDUCATION ACT OF
23 2003.
24
25

26 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:
27

28 SECTION 1. Arkansas Code § 5-15-201 is amended to read as follows:
29 6-15-201. Title.

30 This subchapter shall be known as and may be cited as "The Quality
31 Education Act of 1983 2003".
32

33 SECTION 2. Arkansas Code § 6-15-202 is amended to read as follows:
34 6-15-202. Accreditation - Development of regulations and standards.

35 (a) The State Board of Education is authorized and directed to develop
36 comprehensive regulations, criteria, and ~~minimum~~ standards to be used by the

1 board and the Department of Education in the accreditation of school programs
2 in elementary and secondary public schools in this state.

3 (b)(1) All public schools and school districts shall meet the
4 Standards of Accreditation for Arkansas Public Schools which shall be adopted
5 by the State Board of Education.

6 (2) The State Board of Education, upon showing of just cause,
7 may grant a waiver of any standard of accreditation for a time period of no
8 longer than one (1) school year, except that no curricula, student
9 performance, school performance, or any standard required by law may be
10 waived for any time period.

11 (3) A school district is deemed to have failed to meet the
12 Standards of Accreditation for Arkansas Public Schools, if on any standard
13 applicable to the general operation of a school district as defined by the
14 State Board of Education, the district receives a probationary status.

15 (4) A school is deemed to have failed to meet the Standards of
16 Accreditation for Arkansas Public Schools, if on any standard applicable to
17 the specific operation of that school as defined by the State Board of
18 Education, the school receives a probationary status.

19 (c) The State Board of Education shall promulgate rules and
20 regulations setting forth:

21 (1) The process for identifying schools and school districts
22 that fail to meet the Standards of Accreditation for Arkansas Public Schools;

23 (2) Enforcement measures the State Board of Education may apply
24 to bring a school or school district into compliance with the Standards of
25 Accreditation for Arkansas Public Schools, including but not limited to,
26 annexation, consolidation, or reconstitution of the school district in
27 accordance with § 6-13-1401 and this subchapter; and

28 (3) The appeal process available to a school district under this
29 subchapter.

30 ~~(b)~~(d) After the regulations are adopted and implemented by the board,
31 standards and procedures shall regularly be reviewed by the House and Senate
32 Interim Committees on Education at least once every two (2) years, and
33 recommendations and advice in regard thereto may be filed by the committees
34 with the board for its consideration.

35
36 SECTION 3. Arkansas Code § 6-15-203 is amended to read as follows:

1 6-15-203. Notification of failure to meet standards of accreditation -
2 Appeal.

3 (a) The Department of Education shall annually notify all school or
4 school districts failing to meet ~~minimum~~ standards for accreditation for
5 elementary and secondary schools not later than ~~June 15~~ May 15 of each year
6 of such determination.

7 (b)(1) In the event a school district affected by this subchapter
8 believes the department has improperly determined that ~~the~~ a school or school
9 district fails to meet ~~minimum~~ the standards for accreditation ~~of any school~~
10 in the district, the school district shall have a right of appeal thereafter
11 to the State Board of Education.

12 (2) Any such appeal shall be held in an open hearing, and the
13 decision of the board shall be in open session.

14 (3) ~~Appeal~~ Appeals must be filed not later than ~~June 30~~ May 30
15 following the ~~June 15 certification~~ May 15 determination of accreditation
16 status, and the board hearing must be held prior to ~~July 15~~ August 15 of the
17 same calendar year.

18 (4) The board may confirm the classification of a local school
19 or school district as determined by the department, or it may sustain the
20 appeal of the district.

21 (5) ~~An appeal from the ruling of the board may be made by any~~
22 ~~district to a court of competent jurisdiction provided such appeal is made~~
23 ~~within ninety (90) days after the effective date of any annexation~~ An
24 aggrieved school district may appeal the ruling of the state board to circuit
25 court in Pulaski County pursuant to the Arkansas Administrative Procedures
26 Act.

27
28 SECTION 4. Arkansas Code § 6-15-206 is amended to read as follows:
29 6-15-206. Subsequent failure to meet standards of accreditation.

30 (a) Any school or school district which ~~is determined to meet the~~
31 ~~minimum standards for accreditation of Arkansas public elementary and~~
32 ~~secondary schools as provided in this subchapter which subsequently falls~~
33 below fail to meet current ~~minimum~~ standards for accreditation as determined
34 by the Department of Education shall be classified as probationary.

35 (b) Notice thereof shall be filed with the school district in which
36 the school is located that the school or school district must meet ~~minimum~~

1 all standards for accreditation within no more than two (2) consecutive
 2 school years including the year the probationary status is declared or be
 3 subject to the mandates of this subchapter with reference to dissolution and
 4 annexation including, but not limited to, possible consolidation, annexation,
 5 or reconstitution of a school district as provided under §§ 6-13-1401 and
 6 this subchapter. The department shall prepare and promulgate regulations and
 7 guidelines for the maximum times allowable for correction of ~~particular~~ any
 8 violations of standards, provided no individual probationary status violation
 9 may exist for more than two (2) consecutive school years.

10 (c)(1) School districts shall submit annually evidence of compliance
 11 with standards for accreditation for the district and each school in the
 12 district.

13 (2) The department shall periodically review annually the
 14 educational standards of school districts for the purpose of determining
 15 whether minimum standards for accreditation of the schools therein are in
 16 compliance with current state standards for accreditation.

17 (d) Review An onsite review of each school's compliance shall be made
 18 at least every five (5) two (2) years and or more frequently if the
 19 department has reason to believe that the school district or any school
 20 therein has fallen below minimum standards for accreditation.

21 (e) The department shall cooperate with local schools and school
 22 authorities in order to assist affected school districts and schools therein
 23 to achieve compliance with the minimum standards for accreditation as
 24 provided in this subchapter.

25
 26 SECTION 5. Arkansas Code Title 6, Chapter 15, Subchapter 2 is amended
 27 to add additional sections to read as follows:

28 6-15-207. Enforcement of standards.

29 (a) The State Board of Education may take any number of the following
 30 actions, listed in subsection (c), to address a school or school district
 31 failing to meet standards of accreditation any time after a school or school
 32 district has received notice of being placed on probationary status pursuant
 33 to § 6-15-202 and 203.

34 (b) The State Board of Education shall take at least one of the
 35 following actions, listed in subsection (c), to address any school or school
 36 district which has failed to meet all standards of accreditation for two (2)

1 consecutive school years including the year the probationary status is
2 declared pursuant to § 6-15-202 and 203, unless the State Board of Education,
3 at its discretion, issues written findings supported by a majority of the
4 board, that the school district could not meet current standards for the
5 relevant time period due to impossibility caused by external forces beyond
6 the school district's control.

7 (c) The State Board of Education shall be allowed to take the
8 following actions to address any school or school district on probationary
9 status for failing to meet the standards of accreditation:

10 (1) Require a school district to reorganize or reassign the
11 administrative, instructional or support staff of a public school;

12 (2) Require a school or school district to institute and fully
13 implement a curriculum that is based on State academic content and
14 achievement standards, including providing appropriate professional
15 development at the cost of the school district;

16 (3) Remove a particular school from the jurisdiction of a school
17 district and establish alternative public governance and supervision of such
18 school or schools;

19 (4) Require a school district to close down or dissolve a
20 particular school or schools within a school district;

21 (5) Annex a school district or districts or parts thereof with
22 another receiving school district or districts pursuant to the authority of §
23 6-13-1401 through 6-13-1409 and this subchapter;

24 (6) Consolidate a school district or districts or parts thereof
25 with another school district or districts or parts thereof to form a
26 resulting district pursuant to the authority of § 6-13-1401 et seq. and this
27 subchapter;

28 (7) Reconstitute the leadership of a school district by removing
29 permanently or suspending on a temporary basis the superintendent of the
30 school district or any particular board members of a school district. The
31 State Board shall have the authority to appoint an administrator or to call
32 for the election of new school board members to administer the affairs and
33 provide governance of the school district, or both.

34 (8) Take any other appropriate action allowed by law which is
35 determined by the State Board of Education to assist and address a school or
36 school district failing to meet the standards of accreditation.

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6-15-208. Publication and dissemination.

When any school of a school district or the school district is determined by the State Board of Education to be on probationary status for failure to meet the standards of accreditation that school district after exhausting its rights to appeal shall:

(1) Publish the probationary status determination and findings of the State Board to the public and the parents or care giver of each student enrolled in the school or school district determined to fail to meet the standards of accreditation;

(2) The public notice shall be in an understandable and uniform format; and

(3) The public notice shall be published or disseminated, immediately after the State Board's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

6-15-209. Rules and regulations.

The State Board of Education shall promulgate rules and regulations as necessary to set forth the:

(1) Process for identifying and addressing a school or school district that is failing to meet the Standards of Accreditation for Arkansas Public Schools;

(2) Process and measures to be applied to require a school or school district to comply with the Standards of Accreditation for Arkansas Public Schools, including but not limited to, possible annexation, consolidation or reconstitution of a school district under § 6-13-1401 through 6-13-1409 and this subchapter;

(3) Appeals process and procedures available to a school district pursuant to this subchapter and current law; and

(4) Definitions and meaning of relevant terms governing the establishment and governance of the Standards of Accreditation for Arkansas Public Schools.

SECTION 6. Arkansas Code § 6-15-211 is repealed.

~~6-15-211. Amount of state aid to consolidated or annexed districts.~~

1 ~~In any consolidation or annexation as the result of this subchapter,~~
2 ~~the combined districts shall not receive less state aid for each of the next~~
3 ~~two (2) school years than was received the year previous to the annexation.~~

4
5 SECTION 7. Arkansas Code § 6-15-401 is amended to read as follows:

6 6-15-401. Title.

7 ~~The title of this~~ This subchapter shall be known as and may be cited as
8 the "Arkansas Comprehensive Testing, Assessment, and Accountability Program
9 Act".

10
11 SECTION 8. Arkansas Code § 6-15-402 is amended to read as follows:

12 6-15-402. Purpose.

13 (a)(1) The purpose of this subchapter is to provide the statutory
14 framework necessary to ensure that all students in the public schools of this
15 state have an equal opportunity to demonstrate grade-level academic
16 proficiency through the application of knowledge and skills in the core
17 academic subjects consistent with state curriculum frameworks, performance
18 standards, and assessments. The State of Arkansas recognizes and declares
19 that students who are not performing at grade-level standards of academic
20 proficiency are especially harmed by social promotion because they are not
21 equipped with the necessary academic skills to be successful and productive
22 members of society. ~~The Department of Education is committed to having all~~
23 ~~students perform at grade level and beyond.~~ For this reason, the Arkansas
24 Comprehensive Testing, Assessment, and Accountability Program will emphasize
25 point-in-time intervention and remediation upon the discovery that any
26 student is not performing at grade level.

27 (2) This subchapter is constructed around a system that includes
28 statewide indicators, individual school improvement indicators, and a locally
29 generated school accountability narrative. The total program shall be applied
30 to each school in the state public school system.

31 (3) This subchapter is designed to be a multiyear commitment to
32 assess the academic progress and performance of Arkansas' public school
33 students.

34 (b) The purposes of the assessment and accountability program
35 developed pursuant to the provisions of this under this subchapter shall be
36 to:

- 1 (1) Improve student learning and classroom instruction;
- 2 (2) Provide public accountability by exemplifying expected
- 3 achievement levels, ~~and~~ by reporting on school and school district
- 4 performance, and applying a framework for state action for a school or school
- 5 district that fails expected achievement levels as defined in the Arkansas
- 6 Comprehensive Testing, Assessment, and Accountability Program rules and
- 7 regulations; and
- 8 (3) Provide evaluation data of school and school district
- 9 performance in order to assist policymakers at all levels in decision making.
- 10

11 SECTION 9. Arkansas Code § 6-15-403 is amended to read as follows:

12 6-15-403. Authority of State Board of Education.

13 The State Board of Education through the Department of Education is

14 ~~hereby authorized to~~ shall:

15 (1) Develop a single comprehensive testing, assessment, and

16 accountability program which utilizes the most current and effective testing,

17 evaluation, and assessment research information designed to achieve the

18 following purposes set forth in this subchapter:

- 19 (A) Set clear academic standards that are periodically reviewed
- 20 and revised;
- 21 (B) Establish professional development;
- 22 (C) Establish expected achievement levels;
- 23 (D) Report on student achievement and other indicators;
- 24 (E) Provide evaluation data;
- 25 (F) Recognize academic excellence and failure; ~~and~~
- 26 (G) Apply awards and sanctions; and
- 27 (H) Comply with current federal and state law and State Board of
- 28 Education rules and regulations;

29 (2) Promulgate such rules and regulations as may be necessary to

30 develop and implement the comprehensive testing, assessment and

31 accountability program; ~~and~~

32 (3) Employ staff and enter into contracts as may be necessary to carry

33 out the provisions of this subchapter-;

34 (4) Classify school services, designate the licensure subject areas,

35 establish competencies, including the use of technology to enhance student

36 learning, and licensure requirements for all school-based personnel, and

1 prescribe rules in accordance with initial, standard and provisional
2 licenses;

3 (5) Identify critical teacher shortage areas; and

4 (6) Collect and maintain the management information databases for all
5 components of the public kindergarten through grade twelve (K-12) education
6 system.

7
8 SECTION 10. Arkansas Code § 6-15-404 is amended to read as follows:
9 6-15-404. Program implementation.

10 (a) The State Board of Education will establish clear, specific,
11 challenging academic content standards which define what students shall know
12 and be able to do in each content area. Instruction in all public schools
13 shall be based on these academic content standards.

14 (b) The State Board of Education shall establish a schedule for
15 periodic review and revision of academic content standards to ensure Arkansas
16 academic content standards are rigorous and equip students to compete in the
17 global workforce.

18 (c) The State Board of Education shall include the following elements
19 in the periodic review and revision of Arkansas Academic content Standards:

20 (1) External review by outside content standards experts.

21 (2) Review and input by higher education, workforce education,
22 and community members.

23 (3) Study and consideration of academic content standards from
24 across the nation and international level as appropriate.

25 (4) Study and consideration of evaluation from national groups
26 or organizations as appropriate.

27 (5) Revisions by committees of Arkansas teachers and
28 instructional supervisor personnel from public schools, assisted by teachers
29 from institutions of higher education.

30 (6) Public dissemination of revised academic content standards
31 at State Board of Education meeting and Department of Education web site.

32 (d) The State Board of Education shall establish a clear concise
33 system of reporting the academic performance of each school on the state
34 mandated criterion reference exam which conforms with the requirements of the
35 No Child Left Behind Act of 2001.

36 (e) The State Board of Education shall develop and the Department of

1 Education shall implement a developmentally appropriate uniform school
2 readiness screening to validate a child's school readiness as part of a
3 comprehensive evaluation design. Beginning with the 2004-2005 school year,
4 the Department of Education shall require that all school districts
5 administer the uniform school readiness screening to each kindergarten
6 student in the district school system upon the student's entry into
7 kindergarten. Children who enter public school for the first time in first
8 grade must be administered the uniform school readiness screening developed
9 for use in first grade.

10 (f)(1) The Department of Education shall select a developmentally
11 appropriate assessment to be administered to all students in grades one (1)
12 and two (2) in reading and mathematics.

13 (2) Professional development activities shall be tied to the
14 comprehensive school improvement plan and designed to increase student
15 learning and achievement.

16 (3) Longitudinal and trend data collection shall be maintained
17 for the purposes of improving student and school performance.

18 (4) A public school or public school district classified as in
19 "school improvement" shall develop and file with the Department of Education
20 a comprehensive school improvement plan designed to ensure that all students
21 demonstrate proficiency on all portions of state-mandated criterion-
22 referenced assessment. The comprehensive school improvement plan shall
23 include strategies to address the achievement gap existing for any
24 identifiable group or subgroup as identified in the Arkansas Comprehensive,
25 Testing, Assessment and Accountability Program and the gap of that subgroup
26 to the academic standard.

27 (a)(1)(g)(1) The Department of Education shall develop and implement
28 testing for public school students at the primary and middle-level grades, as
29 well as end-of-course testing, which is criterion-referenced and which
30 measures application of knowledge and skills in reading and writing literacy,
31 mathematics and, as funds are available, in science and social studies.

32 (2) The department shall test public school students in a manner
33 and with a nationally norm-referenced test to be selected by the State Board
34 of Education at the middle level and high school grades.

35 (3) The board shall establish expected levels of achievement on
36 the criterion-referenced examinations for all areas of assessment and

1 accountability.

2 (4) The State of Arkansas shall participate in the
3 administration of the National Assessment of Educational Progress
4 examinations.

5 ~~(b)~~(h) Any student failing to achieve the established standard on the
6 criterion-referenced examinations shall be evaluated by school personnel, who
7 shall jointly develop an academic improvement plan to assist the student in
8 achieving the expected standard in subject areas where performance is
9 deficient.

10 ~~(e)~~(1)(i)(1) Each school shall develop one (1) comprehensive, long-
11 range school improvement plan focused on student achievement.

12 (2)(A) Any school that fails to achieve ~~expected~~ established
13 levels of student performance on criterion-referenced tests, ~~norm~~-referenced
14 tests, and related indicators, as defined ~~in this subchapter~~ by rule and
15 regulation, shall ~~participate in~~ implement a comprehensive school improvement
16 plan accepted by the department. This improvement plan shall assist those
17 students performing below grade level in achieving the ~~expected~~ established
18 standard.

19 (B) This plan shall be part of each school's long-range
20 comprehensive school improvement plan and shall be reported to the public.

21 (C) Progress on improved achievement shall be included as
22 part of the school's and school district's annual report to the public.

23 ~~(d)~~(i) The department and the local school districts shall annually
24 compile and disseminate to the public results of ~~administering~~ all required
25 examinations. The results of the end-of-course testing shall become a part of
26 each student's transcript or permanent record and shall be recorded on these
27 documents in a manner prescribed by the state board.

28

29 SECTION 11. Arkansas Code § 6-15-406 is amended to read as follows:
30 6-15-406. Assessment of basic skills.

31 The comprehensive testing, assessment, and accountability program to be
32 developed by the Department of Education and approved by the State Board of
33 Education shall include, but is not limited to, the following components or
34 characteristics:

35 (1) Assessment of academic achievement at grade levels selected to be
36 tested by the department;

1 (2) Longitudinal and trend data collection for the purposes of
2 improving student and school performance;

3 (3) A variety of assessment methods;

4 (4) Construction of a database composed of academic performance
5 indicators that shall apply to every school and school district in the state
6 that will allow the department, over time, to identify those schools and
7 school districts that are performing at or below proficient levels
8 established under this subchapter; and

9 (5) Meaningful comparisons of Arkansas students with those of other
10 states, regions, and the nation through the National Assessment of
11 Educational Progress examination and norm-referenced examinations; and

12 (6) Review and assistance to the department in developing the
13 comprehensive testing, assessment and accountability program by a panel of
14 external psychometric experts.

15
16 SECTION 12. Arkansas Code § 6-15-419 is amended to read as follows:
17 6-15-419. Definitions.

18 The following definitions shall apply in this subchapter, unless the
19 context otherwise requires:

20 (1)(A) "Academic improvement plan" means a plan detailing supplemental
21 or intervention and remedial instruction, or both, in deficient academic
22 areas for any student who is not proficient on a portion or portions of the
23 state-mandated criterion-referenced assessments.

24 (B)(i) Such a plan shall be created and implemented by
25 appropriate teachers, counselors, and any other pertinent school personnel.

26 (ii) All academic improvement plans shall be annually
27 reviewed and revised to ensure effectiveness ~~and to ensure~~ an opportunity for
28 student demonstration of proficiency in the targeted academic areas on the
29 next state-mandated criterion-referenced assessments.

30 (iii) A cumulative review of all academic improvement
31 plans shall be part of the data used by the school in creating and revising
32 its comprehensive school improvement plan.

33 (iv) All academic improvement plans shall be subject to
34 review by the Department of Education.

35 (C) In any instance where a student with disabilities identified
36 under the Individuals with Disabilities Education Act has an individualized

1 education program that already addresses any academic area or areas in which
2 the student is not proficient on state-mandated criterion-referenced
3 assessments, the individualized education program shall serve to meet the
4 requirement of an academic improvement plan;

5 (2) "Annexation" means the joining of an affected school district or
6 part of the school district with a receiving district under §§ 6-13-1401
7 through 6-13-1409;

8 ~~(11)~~(3) "School improvement plan Comprehensive school improvement plan
9 " means the individual school's comprehensive plan based on priorities
10 indicated by assessment and other pertinent data and designed to ensure that
11 provide an opportunity for all students demonstrate proficiency on all
12 portions of state-mandated criterion-referenced assessments; and

13 (4) "Consolidation" means the joining of two (2) or more school
14 districts or parts of the school districts to create a new single school
15 district under §§ 6-13-1401 through 6-13-1409;

16 (5) "Department" means the Department of Education;

17 ~~(2)~~(6) "District improvement plan" means a districtwide plan
18 coordinating the actions of the various comprehensive school improvement
19 plans within a district. The main focus of the district improvement plan
20 shall be to ensure that all students demonstrate proficiency on all portions
21 of state-mandated criterion-referenced assessments;

22 ~~(3)~~(7) "Early intervention" means short-term, intensive, focused,
23 individualized instruction developed from ongoing, daily, systematic
24 diagnosis that occurs while a child is in the initial, kindergarten through
25 grade one (K-1), stages of learning early reading, writing, and mathematical
26 strategies to ensure acquisition of the basic skills and to prevent the child
27 from developing poor problem-solving habits which become difficult to change.
28 The goal is to maintain a student's ability to function proficiently at grade
29 level;

30 ~~(4)~~(8) "End of course" means an examination taken at the completion of
31 a course of study to determine whether a student demonstrates attainment of
32 the knowledge and skills necessary to mastery of that subject;

33 ~~(5)~~(9) "Grade level" means performing at the proficient or advanced
34 level on state-mandated criterion-referenced tests;

35 ~~(6)~~(10) "High school" means grades nine through twelve (9-12);

36 ~~(7)~~(11) "Middle level" means grades five through eight (5-8);

1 ~~(8)~~(12) "Point-in-time intervention and remediation" means
2 intervention and remediation applied during the academic year upon the
3 discovery that a student is not performing at grade level;

4 ~~(9)~~(13) "Primary" means kindergarten through grade four (K-4);

5 (14) "Public school" means those schools or school districts created
6 pursuant to Title 6 of the Arkansas Code and subject to the Arkansas
7 Comprehensive Testing, Assessment, and Accountability Program except
8 specifically excluding those schools or educational programs created by or
9 receiving authority to exist pursuant to § 6-15-501, § 9-28-205, §§ 12-29-301
10 through 12-29-310, or other provisions of Arkansas law;

11 (15) "Reconstitution" means a reorganization intervention in the
12 administrative unit or governing body of a public school district, including
13 but not limited to the suspension, reassignment, replacement, or removal of a
14 current superintendent, or the suspension, removal, or replacement of some or
15 all of the current school board members, or both;

16 ~~(10)(A)(i)~~(16)(A)(i) "Remediation" means a process of using diagnostic
17 instruments to provide corrective, specialized, supplemental instruction to
18 help a student in grades two through four (2-4) overcome academic
19 deficiencies.

20 (ii) For students in grades five through twelve (5-12),
21 remediation shall be a detailed, sequential set of instructional strategies
22 implemented to remedy any academic deficiencies indicated by below-basic or
23 basic performance on the state-mandated criterion-referenced assessments.

24 (B) Remediation shall not interfere with or inhibit student
25 mastery of current grade level academic learning expectations;

26 (17) "School district in academic distress" means any public school
27 district failing to meet the minimum level of academic achievement on the
28 state mandated criterion-referenced examinations as required by the State
29 Board of Education in the "Arkansas Comprehensive Testing, Assessment, and
30 Accountability Program";

31 ~~(12)~~(18) "Social promotion" means the passage or promotion from one
32 grade to the next of a student who has not demonstrated knowledge or skills
33 required for grade-level academic proficiency-; and

34 (19) "State Board" and means the State Board of Education;

35 (20) "Public school in school improvement" or "school district in
36 school improvement" means any public school or public school district

1 identified as failing to meet certain established levels of academic
2 achievement on the state mandated criterion-referenced tests as required by
3 the State Board of Education in the Arkansas Comprehensive Testing,
4 Assessment, and Accountability Program;

5 (21) "Uniform school readiness screening" means uniform, objective
6 evaluation procedures specifically formulated for children entering public
7 school for the first time which are geared to either kindergarten or first
8 grade, as appropriate, and developed by the State Board of Education; and

9 (22) "Adequate yearly progress" means that level of academic
10 improvement required of public schools or school districts on the state-
11 mandated criterion-referenced examinations and other indicators as required
12 in the Arkansas Comprehensive Testing, Assessment, and Accountability
13 Program, which shall comply with The Elementary and Secondary Education Act
14 as reauthorized in The No Child Left Behind Act of 2001, 20 U.S.C. § 6301, et
15 seq. (2002).

16
17 SECTION 13. Arkansas Code § 6-15-420 is amended to read as follows:

18 6-15-420. ~~Informal standards of learning~~ Remediation and intervention.

19 (a)(1) In order for students to be academically prepared to achieve
20 proficiency in reading and writing literacy and mathematics, the Department
21 of Education shall require each public school serving students in
22 kindergarten through grade four (K-4) to develop, select, and implement
23 ongoing, informal assessments linked to the Arkansas frameworks.

24 (2) Literacy assessment training and mathematics assessment
25 training utilizing research-based diagnostic instruments or tools will be
26 provided for teachers by the department. Where grant funds are available in
27 the areas of highest need, a literacy coordinator may be trained.

28 (b)(1) Any student in kindergarten through grade one (K-1) failing to
29 perform at the proficient level in reading and writing literacy or
30 mathematics shall be evaluated as early as possible within each of the
31 kindergarten through grade one (K-1) academic years. Those students shall be
32 evaluated by personnel with expertise in reading and writing literacy or
33 mathematics who shall develop and implement an academic improvement plan,
34 using early intervention strategies sanctioned by the department, to assist
35 the student in achieving the expected standard.

36 (2) Any student in grades two through four (2-4) failing to

1 perform at the proficient level in reading and writing literacy or
2 mathematics shall be evaluated by personnel with expertise in reading and
3 writing literacy or mathematics who shall develop and implement an academic
4 improvement plan, using remediation strategies sanctioned by the department,
5 to assist the student in achieving the expected standard.

6 (c)(1) Upon completion of the intervention and remediation plans in
7 subdivisions (b)(1) and (b)(2) of this section, those schools that fail to
8 achieve expected levels of student performance at the primary level on
9 criterion-referenced tests, as defined in this subchapter, shall participate
10 in a comprehensive school improvement plan accepted by the department.

11 (2)(A) This plan shall be part of each school's long-range
12 comprehensive school improvement plan and shall be reported to the public.

13 (B) Progress on improved achievement shall be included as
14 part of the school and school district's annual report to the public.

15 (d)(1) As part of the comprehensive testing, assessment, and
16 accountability program, the department shall ensure that each school and
17 school district establishes a plan to assess whether children in the middle-
18 level and high school grades are performing at proficient levels in reading
19 and writing literacy, mathematics and, as funds are available, other core
20 academic subjects.

21 (2) Each school and school district shall use ~~a combination of~~
22 multiple assessment measures, which shall include, but not be limited to,
23 state-mandated criterion-referenced tests ~~or norm-referenced testing, or~~
24 ~~both~~.

25 (e) Any student failing to demonstrate a proficient level of
26 achievement in reading and writing literacy or mathematics or, as funds are
27 available, other core academic subjects, shall participate in an individual
28 academic improvement plan specifically designed to achieve proficient-level
29 performance standards in these areas.

30

31 SECTION 14. Arkansas Code § 6-15-421 is amended to read as follows:

32 6-15-421. Awards and sanctions.

33 (a)~~(1)~~ The Department of Education is authorized to develop and
34 implement, contingent upon appropriation and funding being provided by the
35 General Assembly, a program of rewards to recognize individual schools that
36 demonstrate exceptional performance in levels of student achievement and to

1 recognize schools that demonstrate significant improvement in student
2 achievement.

3 (b)(1) Each school that does not attain the expected levels of student
4 performance on state-mandated indicators and individual school improvement
5 indicators shall be designated by one (1) of several levels of sanction.

6 (2) Each level of sanction shall determine specific
7 interventions to be provided to the ~~school~~ students of public schools or
8 public school districts by the department. The levels of sanction developed
9 under this subchapter shall be incorporated into the existing comprehensive
10 school improvement plan ~~academic distress policy~~.

11 (c) The State Board of Education shall develop a clear, concise system
12 of reporting the academic performance of each public school on the state-
13 mandated, criterion-referenced tests, which conform with current state and
14 federal law.

15 ~~(e)~~(d) The State Board of Education through the department is hereby
16 authorized to promulgate such rules and regulations as may be necessary to
17 carry out the provisions of this subchapter.

18
19 SECTION 15. Arkansas Code Title 6, Chapter 15, Subchapter 4 is amended
20 to add an additional section to read as follows:

21 6-15-423. Rules and regulations.

22 The state board shall promulgate rules and regulations as may be
23 necessary to require the Department of Education to implement a program for
24 identifying, evaluating, assisting, and addressing public schools or public
25 school districts failing to meet established levels of academic achievement
26 on the state mandated criterion-referenced tests as required in the Arkansas
27 Comprehensive Testing, Assessment, and Accountability Program.

28
29 SECTION 16. Arkansas Code Title 6, Chapter 15, Subchapter 4 is amended
30 to add an additional sections to read as follows:

31 6-15-424. School improvement or academic distress.

32 (a) Those public individual schools identified by the Department of
33 Education as failing to meet established levels of academic achievement shall
34 be classified as being in school improvement as required by the Arkansas
35 Comprehensive Testing, Assessment, and Accountability Program rules and
36 regulations.

1 (b) Those public school districts identified by the Department of
2 Education as failing to meet established levels of academic achievement shall
3 be classified as being either in school improvement or academic distress, or
4 both, as required by the Arkansas Comprehensive Testing, Assessment, and
5 Accountability Program rules and regulations.

6
7 6-15-425. School Improvement.

8 (a) The State Board of Education shall develop a single comprehensive
9 testing, assessment, and accountability program which shall identify and
10 address all public schools or public school districts in school improvement,
11 or academic distress and shall be incorporated in the Arkansas Comprehensive
12 Testing, Assessment and Accountability Program rules and regulations which
13 shall comply with the Elementary and Secondary Education Act as reauthorized
14 by The No Child Left Behind Act of 2001, 20 U.S.C. §6301, et seq. (2002).

15 (b) The school board president and the superintendent of a public
16 school or school district identified by the Department of Education as being
17 classified as in school improvement, shall be notified of such classification
18 in writing by the Department, via certified mail return receipt requested,
19 and the school district shall have a right of appeal pursuant to the Arkansas
20 Comprehensive Testing, Assessment and Accountability Program rules and
21 regulations which shall comply with The No Child Left Behind Act of 2001, 20
22 U.S.C. § 6301 et seq. (2002).

23 (c) The Arkansas Comprehensive Testing, Assessment and Accountability
24 Program shall require that any public school or school district in school
25 improvement that fails to make adequate yearly progress as required in the
26 Arkansas Comprehensive Testing, Assessment and Accountability Program may,
27 after being afforded all due process rights and in a timely manner required
28 under The No Child Left Behind Act of 2001, be advanced by the State Board of
29 Education to the corrective action or restructuring phase of the Arkansas
30 Comprehensive Testing, Assessment and Accountability Program adopted in the
31 Arkansas Comprehensive Testing, Assessment and Accountability Program rules
32 and regulations.

33 (d) Any public school or school district classified in school
34 improvement shall comply with all requirements placed on a public school or
35 school district under the Arkansas Comprehensive Testing, Assessment and
36 Accountability Program rules and regulations as required by The No Child Left

1 Behind Act of 2001, 20 U.S.C. § 6301, et seq. (2002).

2 (e) Any public school or school district classified as in school
3 improvement shall develop and file with the Department of Education a revised
4 comprehensive school improvement plan which shall be reviewed by the
5 department and shall be designed to ensure that all students have an
6 opportunity to demonstrate proficiency on all portions of the state mandated
7 criterion-referenced tests. The comprehensive school improvement plan shall
8 include strategies to address the achievement gap existing for any
9 identifiable group or subgroup as identified in the Arkansas Comprehensive
10 Testing, Assessment and Accountability Program and the gap of that subgroup
11 to the academic standard.

12 (f) Professional development activities of a public school or public
13 school district in school improvement shall be related to the comprehensive
14 school improvement plan and designed to increase student learning and
15 achievement.

16
17 6-15-426. District testing programs.

18 Each district school board shall annually provide a written evaluation
19 of student performance and achievement within each school of the district.
20 This evaluation and suggested measures to improve performance shall be
21 presented in a public hearing in the same locality as the school district and
22 then submitted with comments made at the public hearing to the Arkansas
23 Department of Education.

24
25 6-15-427. Academic distress identification, notification,
26 classification, and appeal.

27 (a) The school board president and superintendent of a school district
28 identified by the department as being in academic distress shall be notified
29 in writing by the department, via certified mail return receipt requested,
30 and shall have a right of appeal to the State Board of Education.

31 (b) Any school district identified in academic distress may appeal to
32 the State Board of Education by filing a written appeal, with the office of
33 the Director of the Department of Education, via certified mail return
34 receipt requested, within thirty (30) calendar days receipt of the written
35 notice of academic distress status from the department.

36 (c) The State Board of Education shall hear the appeal of the school

1 district within sixty (60) days of receipt of the written appeal in the
2 director's office. The State Board of Education's determination shall be
3 final except that a school district may appeal to the circuit court of
4 Pulaski County under the Arkansas Administrative Procedures Act.

5 (d) Those school districts identified by the Department of Education
6 as being in academic distress shall be classified as a school district in
7 academic distress upon final determination by the State Board of Education.

8
9 6-15-428. Academic distress - Required action.

10 (a) A public school district identified as in "academic distress"
11 shall have no more than two (2) consecutive school years from the date of
12 receipt of notice of identification from the Department of Education to be
13 removed from academic distress status.

14 (b) The State Board of Education may, at any time, take enforcement
15 action on any school district in academic distress status including, but not
16 limited to, annexation, consolidation, or reconstitution of a school district
17 pursuant to § 6-13-1401 et seq. and the authority of this subchapter, except
18 no public school district shall be allowed to remain in academic distress
19 status for a time period greater than two (2) consecutive school years from
20 the date of receipt of notice of identification of academic distress from the
21 Department of Education.

22 (c) If a public school district fails to be removed from academic
23 distress status within the allowed two (2) year time period, the State Board
24 of Education shall annex, consolidate, or reconstitute the academic distress
25 school district prior to July 1 of the next school year unless the State
26 Board of Education, at its discretion, issues a written finding supported by
27 a majority of the board, explaining in detail that the school district could
28 not remove itself from academic distress during the relevant time period due
29 to impossibility caused by external forces beyond the school district's
30 control.

31
32 6-15-429. State Board of Education authority of school in academic
33 distress.

34 (a) The State Board of Education shall have the following authority
35 regarding any public school district in academic distress:

36 (1) Require the superintendent of the school district to

1 relinquish all authority with respect to the district, to appoint an
2 individual to administratively operate the district under the supervision of
3 the Director of the Department of Education, and the cost to be paid from
4 school district funding;

5 (2) Suspend or remove some or all of the current board of
6 directors and call for the election of a new school board for the school
7 district in which case the school district shall reimburse the county board
8 of election commissioners for election costs as otherwise required by law;

9 (3) Allow the school district to operate without the local
10 school board under the supervision of the local school district
11 administration or an administration chosen by the Director of the Department
12 of Education;

13 (4) Waive the application of Arkansas law, with the exception of
14 the Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq. and the Public
15 School Employee Fair Hearing Act, § 6-17-1701 et seq. or department rules and
16 regulations;

17 (5) Require the annexation, consolidation, or reconstitution of
18 the public school district; and

19 (6) Take any other necessary and proper action, as determined by
20 the State Board of Education, that is allowed by law.

21 (b)(1) Any student attending a public school district classified as
22 being in academic distress shall automatically be eligible and entitled
23 pursuant to § 6-18-206, the "Arkansas Public School Choice Act", to transfer
24 to another geographically contiguous school district not in academic distress
25 during the time period a district is classified as being in academic
26 distress, and therefore, not be required to file a petition by July 1 but
27 shall meet all other requirements and conditions of the Arkansas Public
28 School Choice Act.

29 (2) The cost of transporting the student from the resident
30 district to the nonresident district shall be the cost of the resident
31 district.

32 (3) The nonresident district shall count the student for average
33 daily membership purposes.

34
35 6-15-430. Academic distress rules and regulations.

36 (a) The State Board of Education shall promulgate rules and

1 regulations as necessary to identify, evaluate, assist and address public
2 school districts determined to be in academic distress.

3 (b) The academic distress rules and regulations shall be incorporated
4 as part of the Arkansas Comprehensive Testing, Assessment and Accountability
5 Program rules and regulations.

6

7 SECTION 17. Arkansas Code Title 6, Chapter 15, Subchapter 4 is amended
8 to add an additional section to read as follows:

9 6-15-431. Unsafe school choice program.

10 (a) Any student that becomes the victim of a violent criminal offense
11 while in or on the grounds of an Arkansas public elementary, secondary, or
12 public charter school, or who is attending a persistently dangerous public
13 school shall be allowed to attend a safe public school within the local
14 educational agency pursuant to rules and regulations established by the State
15 Board of Education and the requirements The No Child Left Behind Act of 2001,
16 20 U.S.C. § 7912 (2002).

17 (b) The State Board of Education shall promulgate rules and
18 regulations, as necessary, to administer the Unsafe School Choice Program.

19

20 SECTION 18. Arkansas Code Title 6, Chapter 20, is amended to add a new
21 subchapter read as follows:

22 6-20-1901. Title

23 This subchapter shall be known as and may be cited as the "Arkansas
24 Fiscal Assessment and Accountability Program".

25

26 6-20-1902. Purpose

27 The purpose of this subchapter shall be to establish and implement a
28 program by which the Department of Education shall identify, assess and
29 address school districts in fiscal distress.

30

31 6-20-1903. Definitions

32 For purposes of this subchapter:

33 (1) "Annexation" means the joining of an affected school district or
34 part of the school district with a receiving district pursuant to § 6-13-
35 1401;

36 (2) "Consolidation" means the joining of two (2) or more school

1 districts or parts of the districts to create a new single school district
2 pursuant to § 6-13-1401;

3 (3) "Department" means the Arkansas Department of Education;

4 (4) "Fiscal distress status" means a public school district determined
5 by the department and classified by the state board as being placed in fiscal
6 distress status pursuant to this subchapter;

7 (5) "School district" means a public school district created or
8 established pursuant to Title 6 of the Arkansas Code;

9 (6) "State Board" means the Arkansas State Board of Education;

10 (7) "Reconstitution" means the reorganization of the administrative
11 unit or the governing school board of a school district, including, but not
12 limited to, the replacement or removal of a current superintendent or the
13 removal or replacement of a current school board or both; and

14 (8) "Fiscal integrity" means to comply with financial management,
15 accounting, auditing, and reporting procedures and facilities management
16 procedures as required by state and federal laws and regulations in a
17 forthright and timely manner.

18
19 6-20-1904. Indicators of fiscal distress.

20 Any school district meeting any of the following criteria may be
21 identified by the Department of Education to be a school district in fiscal
22 distress upon final approval by the state board:

23 (1) A declining balance determined to jeopardize the fiscal integrity
24 of a school district; or

25 (2) Any act or violation determined to jeopardize the fiscal integrity
26 of a school district, including, but not limited to:

27 (A) Material failure to properly maintain school facilities;

28 (B) Material violation of local, state, or federal fire, health,
29 or safety code provisions or law;

30 (C) Material violation of local, state, or federal construction
31 code provisions or law;

32 (D) Material state or federal audit exceptions or violations;

33 (E) Material failure to provide timely and accurate legally-
34 required financial reports to the Department of Education, the Division of
35 Legislative Audit, the General Assembly, or the Internal Revenue Service;

36 (F) Insufficient funds to cover payroll, salary, employment

1 benefits, or legal tax obligations;

2 (G) Material failure to meet legally binding minimum teacher
3 salary schedule obligations;

4 (H) Material failure to comply with state law governing
5 purchasing or bid requirements;

6 (I) Material default on any school district debt obligation;

7 (J) Material discrepancies between budgeted and actual school
8 district expenditures;

9 (K) Material failure to comply with audit requirements of § 6-
10 20-301; or

11 (L) Material failure to comply with any provision of the
12 Arkansas Code that specifically places a school district in fiscal distress
13 based on noncompliance;

14 (3) Any other fiscal condition of a school district deemed to have a
15 detrimental negative impact on the continuation of educational services by
16 that school district.

17
18 6-20-1905. Notification and appeal.

19 (a) The Department of Education shall provide written notice, via
20 certified mail return receipt requested, to the president of the school board
21 and the superintendent of each school district identified as being in fiscal
22 distress.

23 (b) Any school district identified in fiscal distress status may
24 appeal to the State Board of Education by filing a written appeal, with the
25 office of the Director of the Department of Education, by certified mail
26 return receipt requested, within thirty (30) days of receipt of notice of
27 identified fiscal distress status from the department.

28 (c) The state board shall hear the appeal within sixty (60) days of
29 receipt of the written notice of appeal from the school district.

30 (d) The written appeal shall state, in clear terms, the reason why the
31 school district should not be classified as in fiscal distress.

32 (e) Notwithstanding any appeal rights in this subchapter, no appeal
33 shall stay the department's authority to take action to protect the fiscal
34 integrity of any school district identified as in fiscal distress.

35 (f) The decision of the State Board of Education shall be a final
36 order and there is no further right of appeal except the school district may

1 appeal to circuit court in Pulaski County pursuant to the Arkansas
2 Administrative Procedures Act, § 25-15-201, et seq.

3
4 6-20-1906. Classification of fiscal distress status.

5 (a) Those school districts identified by the Department of Education
6 as being in fiscal distress shall be classified as a school district in
7 fiscal distress upon final determination by the State Board of Education.

8 (b) Any district classified as in fiscal distress shall be required to
9 publish at least one (1) time for two (2) consecutive weeks in a newspaper of
10 general circulation in the school district, the school district's
11 classification as a school district in fiscal distress and the reasons why
12 the school district was classified as being in fiscal distress.

13 (c) The provisions of subdivisions (a) and (b) of this section are
14 effective after the school district's appeal rights have been exhausted.

15
16 6-20-1907. Debt issuance.

17 No school district identified in fiscal distress may incur any debt
18 without the prior written approval of the Department of Education.

19
20 6-20-1908. Fiscal distress plan.

21 (a) Those school districts identified by the Department of Education
22 as being in fiscal distress shall file, with the department within ten (10)
23 days after the final classification by the State Board, a written fiscal
24 distress improvement plan to address any area in which the school district is
25 experiencing fiscal distress as identified by the department.

26 (b) Each school district shall seek and obtain approval of their plan
27 from the department and shall describe how the school district will remedy
28 those areas in which the school district is experiencing fiscal distress and
29 shall establish the time period by which the school district will remedy all
30 criteria which placed the school district in fiscal distress status.

31 (c) A school district in fiscal distress may only petition the State
32 Board of Education for removal from fiscal distress status after the
33 department has, certified in writing, that the school district has corrected
34 all criteria for being classified as in fiscal distress and has complied with
35 all department recommendations and requirements for removal from fiscal
36 distress.

1 (d) No school district shall be allowed to remain in fiscal distress
2 status for more than two (2) consecutive school years from the date the
3 school district was classified as being in fiscal distress status.

4 (e) Any school district classified as being in fiscal distress status
5 shall be required to receive on-site technical evaluation and assistance from
6 the department.

7 (f)(1) The department shall evaluate and make recommendations to the
8 district superintendent regarding staffing of the district and fiscal
9 practices of the district.

10 (2) The recommendations of the department shall be binding on
11 the district, the superintendent, and the school board.

12 (g) Every six (6) months, the department shall submit a written
13 evaluation on the status of each school district in fiscal distress to the
14 State Board of Education.

15 (h)(1) The department may petition the State Board of Education, at
16 any time, for the consolidation, annexation, or reconstitution of a school
17 district in fiscal distress or take other appropriate action as allowed by
18 this subchapter in order to secure and protect the best interest of the
19 educational resources of the state or provide for the best interests of
20 students in the school district.

21 (2) The State Board of Education may approve the petition or
22 take other appropriate action as allowed by this subchapter.

23 (i) The State Board of Education shall consolidate, annex, or
24 reconstitute any school district that fails to remove itself from the
25 classification of a school district in fiscal distress within two (2)
26 consecutive school years of receipt of notice of identification of fiscal
27 distress status by the department unless the State Board of Education, at its
28 discretion, issues a written finding supported by a majority of the board,
29 explaining in detail that the school district could not remove itself from
30 fiscal distress due to impossibility caused by external forces beyond the
31 school district's control.

32
33 6-20-1909. Department fiscal distress actions.

34 (a) In addressing school districts in fiscal distress, the department
35 may:

36 (1) Require the superintendent to relinquish all administrative

1 authority with respect to the school district;

2 (2) Appoint an individual in place of the superintendent to
3 administratively operate the school district under the supervision and
4 approval of the Director of the Department of Education, and to compensate
5 non-department agents operating the school district from school district
6 funding;

7 (3) Call for the temporary suspension of the local school board;

8 (4) Require the school district to operate without a local
9 school board under the supervision of the local superintendent or an
10 individual or panel appointed by the Director of the Department of Education;

11 (5) Place the administration of the school district over to the
12 former board or to a newly elected school board; or

13 (6) Take any other action allowed by law that is deemed
14 necessary to assist a district in removing criteria of fiscal distress.

15 (b) The department may impose various reporting requirements on the
16 school district.

17 (c) The department shall monitor the fiscal operations and accounts of
18 the school district.

19 (d) The department shall require school district staff and employees
20 to obtain fiscal instruction or training in areas of fiscal concern for the
21 school district.

22
23 6-20-1910. State board actions.

24 (a) After a public hearing, the State Board of Education shall
25 consolidate, annex, or reconstitute the school district in fiscal distress to
26 another school district or school districts upon a majority vote of a quorum
27 of the members of the state board as permitted or required by this
28 subchapter.

29 (b) The state board has exclusive jurisdiction to determine the
30 boundary lines of the receiving or resulting school district and to allocate
31 assets and liabilities of the district.

32 (c) The decision of the State Board of Education shall be final with
33 no further right of appeal except a school district may appeal to circuit
34 court in Pulaski County pursuant to the Arkansas Administrative Procedures
35 Act, § 25-12-101, et seq.

36

1 6-20-1911. Rules and Regulations.

2 (a) The department shall promulgate rules and regulations as necessary
3 to identify, evaluate, assist, and address school districts in fiscal
4 distress.

5 (b) The department may promulgate rules and regulations as necessary
6 to administer the Arkansas Fiscal Assessment and Accountability Program.

7
8 SECTION 19. Arkansas Code § 6-13-1403 through 6-13-1405 are amended to
9 read as follows:

10 6-13-1403. Conditions under which the State Board of Education may
11 annex school districts.

12 (a) The State Board of Education shall consider the annexation of an
13 affected school district or districts to a receiving district or districts
14 under the following conditions:

15 (1) The State Board of Education, after providing thirty (30)
16 days written notice to the affected school districts, determines annexation
17 is in the best interest of the affected district or districts and the
18 receiving district based upon failure to meet standards of accreditation or
19 failure to meet academic or fiscal distress requirements pursuant to The
20 Quality Education Act of 2003, § 6-15-201, et seq., the Arkansas
21 Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-
22 401, et seq., and the Arkansas Fiscal Assessment and Accountability Program,
23 § 6-20-1901, et seq.;

24 ~~(1)(A)~~(2)(A) The affected district or districts file a petition
25 with the state board requesting annexation to a particular receiving district
26 or districts, and a copy of the petition is filed with the county clerk's
27 office of each county where the affected district or districts are located;

28 (B) The county clerk's office of each county where the
29 affected district or districts are located certifies in writing that the
30 petition has been signed by a majority of the qualified electors of the
31 district or districts; and

32 (C) The receiving district or districts provide to the
33 state board written proof of consent to receive the affected district or
34 districts by annexation as evidenced by either a vote to approve annexation
35 by resolution by a majority of the members of the local receiving board of
36 education or by vote to approve annexation by a majority of the qualified

1 electors of the receiving district as provided for in § 6-14-122;

2 ~~(2)(A)~~ (3)(A) A majority of the qualified electors in the
3 affected district or districts vote to approve the annexation of an affected
4 school district or districts to a receiving district or districts as provided
5 for in § 6-14-122; and

6 (B) The receiving district or districts provide to the
7 state board written proof of consent to receive the affected district or
8 districts by annexation as evidenced by either a vote to approve annexation
9 by resolution by a majority of the members of the local receiving board of
10 education or by vote to approve annexation by a majority of the qualified
11 electors of the receiving district as provided for in § 6-14-122; or

12 ~~(3)(A)~~ (4)(A) The local board of education of the affected
13 district or districts vote to approve by resolution the annexation of the
14 affected district or districts to a receiving district or districts by a
15 majority of the members of the local board of education of the affected
16 district or districts; and

17 (B) The receiving district or districts provide to the
18 state board written proof of consent to receive the affected district or
19 districts by annexation as evidenced by either a vote to approve annexation
20 by resolution by a majority of the members of the local receiving board of
21 education or by vote to approve annexation by a majority of the qualified
22 electors of the receiving districts as provided for in § 6-14-122.

23 (b) The state board may vote to approve, by a majority of a quorum
24 present of the members of the state board, the annexation of the affected
25 districts into a receiving district:

26 (1) The State Board of Education, after providing thirty (30)
27 days written notice to the affected school districts, may on its own
28 motion based on a school district's failure to meet standards of
29 accreditation or failure to meet academic or fiscal distress requirements
30 pursuant to The Quality Education Act of 1983, § 6-15-201, et seq., the
31 Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, §
32 6-15-401, et seq., and the Arkansas Fiscal Assessment and Accountability
33 Program, § 6-20-1901, et seq.; or

34 (2) upon Upon receipt of a valid petition for annexation and
35 after receiving proof from the petitioning party of at least one (1) of the
36 required conditions set forth in subsection (a) of this section and upon

1 receipt of proof of the issuance of public notice of the intent to annex
2 affected districts into a receiving district or districts in the local
3 newspapers of general circulation in the affected districts for a time period
4 of no less than once a week for two (2) consecutive weeks immediately prior
5 to the time the petition is filed with the state board.

6 (c) In order for the petition for annexation to be valid, it shall be
7 filed with the state board at least thirty (30) days prior to the next
8 regularly scheduled state board meeting, at which time the petition will be
9 presented for hearing before the state board. However, no petition is
10 required for the State Board of Education to annex a school district or
11 districts upon a motion of the board as allowed in subsection (b).

12 (d)(1) Upon determination by the State Board of Education to annex a
13 school district or approval of a petition requesting annexation, the state
14 board shall issue an order dissolving the affected districts and establishing
15 the receiving school district or districts.

16 (2)(A) The state board shall issue an order establishing the
17 boundary lines of the receiving district or districts.

18 (B) It shall be the duty of the Department of Education to
19 make changes in the maps of the school districts to properly show the
20 boundary lines of the receiving district or districts.

21 (e) The state board shall issue an order establishing the changed
22 boundaries and shall file the order with the county clerk or clerks of the
23 county or counties where the receiving district or districts are located. The
24 county clerk shall make a permanent record of the order and, thereafter, the
25 boundaries so established shall be boundaries of the receiving district until
26 changes are made according to the provisions of law.

27 (f) The state board shall not annex affected districts that are not
28 geographically contiguous unless the following limited conditions are
29 determined to be valid reasons for annexation:

30 (1) The annexation will result in the overall improvement in the
31 educational benefit to students in all the school districts involved; or

32 (2) The annexation will provide a significant advantage in
33 transportation costs or service to all the school districts involved.

34
35 6-13-1404. Conditions under which the State Board of Education may
36 consolidate school districts.

1 (a) *The State Board of Education shall consider the consolidation of*
2 *affected school districts into a new resulting school district or districts*
3 *under the following conditions:*

4 (1) The State Board of Education, after providing thirty (30)
5 days written notice to the affected school districts, determines
6 consolidation is in the best interest of the affected district or districts
7 and the resulting district based upon failure to meet standards of
8 accreditation, academic or fiscal distress requirements pursuant to The
9 Quality Education Act of 1983, § 6-15-201, et seq., the Arkansas
10 Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-
11 401, et seq., and the Arkansas Fiscal Assessment and Accountability Program,
12 § 6-20-1901, et seq.; or

13 ~~(1)(A)~~(2) *The affected districts file a petition with the state*
14 *board requesting that the affected districts be consolidated into a resulting*
15 *district or districts;*

16 ~~(B)~~(3) *A copy of the petition has been filed with the county*
17 *clerk's office of each county where the affected districts are located; and*

18 ~~(C)~~(4) *The county clerk's office certifies in writing to the*
19 *state board that the petition has been signed by a majority of the qualified*
20 *electors of the affected districts;*

21 ~~(2)~~(5) *A majority of the qualified electors in the affected*
22 *districts votes to approve consolidation of the affected districts into a*
23 *resulting district or districts pursuant to a valid election as provided for*
24 *in § 6-14-122; and*

25 ~~(3)~~(6) *The local board of directors votes to approve by*
26 *resolution of a majority of the members of each local board of education the*
27 *consolidation of the affected districts into a resulting district or*
28 *districts.*

29 (b) *The state board:*

30 (1) After providing thirty (30) days written notice to the
31 affected school districts, may consolidate school districts upon its own
32 motion based upon a school district's failure to meet standards of
33 accreditation, academic or fiscal distress requirements pursuant to The
34 Quality Education Act of 1983, § 6-15-201, et seq., the Arkansas
35 Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-
36 401, et seq., and the Arkansas Fiscal Assessment and Accountability Program,

1 § 6-20-1901, et seq.; or

2 (2) May ~~may~~ vote to approve by a majority of a quorum present of
3 the members of the state board the consolidation of the affected districts
4 into a resulting district upon receipt of a valid petition for consolidation,
5 after receiving proof from the petitioning party of at least one (1) of the
6 required conditions set forth in subsection (a) of this section, and upon
7 receipt of proof of the issuance of public notice of the intent to
8 consolidate affected districts into a resulting district or districts in the
9 local newspapers of general circulation in the affected districts for a time
10 period of no less than once a week for two (2) consecutive weeks immediately
11 prior to the time the petition is filed with the state board.

12 (c) In order for the petition for consolidation to be valid, it shall
13 be filed with the state board at least thirty (30) days prior to the next
14 regularly scheduled state board meeting, at which time the petition will be
15 presented for hearing before the state board. However, no petition is
16 required for the State Board of Education to consolidate a school district or
17 districts on a motion of the board as allowed in subsection (b).

18 (d)(1) Upon consolidation of a district by the board or approval of a
19 petition requesting consolidation, the state board shall issue an order
20 dissolving the affected school districts and establishing the resulting
21 school district or districts.

22 (2)(A) The state board shall issue an order establishing the
23 boundary lines of the resulting district or districts.

24 (B) It shall be the duty of the Department of Education to
25 make changes in the maps of the school districts to properly show the
26 boundary lines of the resulting district or districts.

27 (e)(1) The state board shall issue an order establishing the changed
28 boundaries and shall file the order with the county clerk or clerks where the
29 resulting district or districts are located.

30 (2) The county clerk shall make a permanent record of the order
31 and, thereafter, the boundaries so established shall be boundaries of the
32 resulting district until changes are made according to the provisions of law.

33 (f) The state board shall not consolidate affected districts that are
34 not geographically contiguous unless the following limited conditions are
35 determined to be valid reasons for consolidation:

36 (1) The consolidation will result in the overall improvement in

1 the educational benefit to students in all the school districts involved; or
2 (2) The consolidation will provide a significant advantage in
3 transportation costs or service to all the school districts involved.

4
5 6-13-1405. Effective date of annexation or consolidation.

6 (a) Upon consolidation or annexation of a school district by the State
7 Board of Education:

8 (1) The effective date of the annexation or consolidation shall
9 be the July 1 following the State Board of Education action unless otherwise
10 determined by the state board;

11 (2) The State Board of Education shall prescribe the number of
12 members of the board of directors of the resulting or receiving district, and
13 prescribe the method of forming the board of directors of the resulting or
14 receiving district;

15 (3) The consolidation or annexation plan adopted by the State
16 Board of Education shall be filed with the county clerk of each county that
17 contains territory or a portion of the territory of each affected school
18 district; and

19 (4) All terms and conditions of the consolidation shall be as
20 set forth by the State Board of Education and shall be binding on the school
21 districts and the respective boards of directors.

22 (5) The State Board of Education shall afford the local school
23 districts in a consolidation thirty (30) days to establish an interim local
24 board to govern the resulting district pursuant to § 6-14-1406 until the next
25 school election. If the local school districts fail to establish an interim
26 board, the State Board of Education shall appoint an interim local board to
27 serve until the next elected board assumes office. The number of interim
28 board positions shall be set as allowed by law.

29 ~~(a)~~(b) Upon a petition to consolidation or annexation:

30 ~~(1) Unless an agreement is reached in the consolidation or~~
31 ~~annexation agreement to be different, the effective date of the annexation or~~
32 ~~consolidation~~ Consolidation shall be the July 1 following the order of the
33 state board directing the annexation or the consolidation-, unless the State
34 Board of Education determines otherwise;

35 ~~(b)~~(2) Each board of directors of the affected districts by
36 majority approval of the members of the local board may enter into a written

1 agreement executed by the former president and secretary of each district.
2 The agreement shall prescribe the date of the annexation of the affected
3 district or districts to the receiving district or the formation of the
4 resulting district from consolidation of affected districts;

5 ~~(e)(3)~~ The agreement shall also prescribe the number of members
6 of the board of directors of the resulting district ~~as provided for in § 6-~~
7 ~~13-1205 (repeated)~~ as allowed by law; and

8 ~~(d)(4)~~ An executed copy of the agreement shall be filed with the
9 county clerk of each county that contains territory or a portion of the
10 territory of each affected school district.

11

12 SECTION 20. Arkansas Code § 6-13-1409 is amended to read as follows:
13 6-13-1409. State Board of Education.

14 (a) The State Board of Education shall have the following duties
15 regarding consolidations and annexations:

16 (1) To form local school districts, change boundary lines of
17 school districts, dissolve school districts and annex the territory of such
18 districts to another district, create new school districts, and perform all
19 other functions regarding changes in school districts in accordance with the
20 law;

21 (2) To transfer funds and attach territory that is in no school
22 district to other school districts as may seem best for the educational
23 welfare of the children; and

24 (3) To enact rules and regulations regarding the consolidation
25 and annexation of school districts under this title.

26 ~~(b)(1) Any person being a party to a proceeding before the state board~~
27 ~~concerning consolidation or annexation who feels aggrieved by any final order~~
28 ~~or decision of the state board may file a petition for appeal from such a~~
29 ~~final order or decision, provided, within thirty (30) days from the date of~~
30 ~~the final order or decision complained of, the person shall:~~

31 ~~(A) Make an affidavit that the appeal taken from such a~~
32 ~~final order or decision of the state board is not taken for purposes of~~
33 ~~delay; and~~

34 ~~(B) Enter into a bond with good and sufficient surety~~
35 ~~thereon in such sum as shall be ordered by the state board, not to exceed~~
36 ~~twice the amount of property tax revenues involved in the appeal.~~

1 ~~(2) The appeal provided in this section shall be to the Circuit~~
2 ~~Court of Pulaski County.~~

3 (b) The millage rate of the electors of the affected district shall
4 remain the same until an election may be held to change the rate of taxation
5 for the resulting district or receiving district.

6
7 SECTION 21. Arkansas Code Title 6, Chapter 13, Subchapter 14 is
8 amended to add an additional section to read as follows:

9 6-13-1410. Appeal and election.

10 The decision of the State Board of Education regarding a consolidation
11 or annexation shall be final with no further right of appeal except an
12 aggrieved school district may appeal to circuit court in Pulaski County
13 pursuant to the Administrative Procedures Act, § 25-15-201, et seq.

14
15 SECTION 22. Arkansas Code, Title 6, Chapter 20, Subchapter 16 is
16 repealed.

17 ~~6-20-1601. Purpose.~~

18 ~~The purpose of this subchapter shall be to improve the capacity of~~
19 ~~local school districts whose students are not achieving at academically~~
20 ~~desired levels and local school districts in fiscal distress through targeted~~
21 ~~assistance coordinated by the Department of Education.~~

22
23 ~~6-20-1602. Definitions.~~

24 ~~(a) For purposes of this subchapter, a "school district in academic~~
25 ~~distress" shall mean any school district whose students do not score at~~
26 ~~levels established by the Department of Education on:~~

- 27 ~~(1) The Arkansas Writing Assessment;~~
28 ~~(2) The Stanford 8 Achievement Test;~~
29 ~~(3) The exit examination administered by the department; or~~
30 ~~(4) Any other test approved by the department.~~

31 ~~(b) For purposes of this subchapter, a "school district in fiscal~~
32 ~~distress" shall mean any school district that:~~

- 33 ~~(1) Has a steadily declining balance;~~
34 ~~(2) Has not complied with the audit requirements in § 6-20-301~~
35 ~~et seq.;~~
36 ~~(3) Has failed to comply with a statute that automatically~~

1 ~~places the school district in fiscal distress; or~~

2 ~~(4) Has any other fiscal condition deemed to have a detrimental~~
3 ~~negative impact on continuation of educational services.~~

4 ~~All of these determinations for fiscal distress except for subdivision~~
5 ~~(b)(3) of this section shall be as defined by the department through rules~~
6 ~~and regulations promulgated by the State Board of Education.~~

7

8 ~~6-20-1603. Rules and regulations—State Board of Education.~~

9 ~~(a) By March 1, 1996, the State Board of Education shall promulgate~~
10 ~~rules and regulations to establish and implement a program for identifying,~~
11 ~~evaluating, assisting, and addressing school districts in fiscal or academic~~
12 ~~distress.~~

13 ~~(b)(1) The state board shall further promulgate rules and regulations~~
14 ~~by which a school district shall be classified as a Phase I, Phase II, or~~
15 ~~Phase III district and by which a local school board may appeal to the state~~
16 ~~board any ruling by the Department of Education that is relative to~~
17 ~~classification under this subchapter.~~

18 ~~(2) An appeal shall be made within thirty (30) days of the~~
19 ~~ruling, and the state board shall act on the appeal within sixty (60) days.~~

20

21 ~~6-20-1604. Rules and regulations—Department of Education.~~

22 ~~The Department of Education is hereby authorized to develop indicators~~
23 ~~of fiscal distress and academic distress in school districts and to~~
24 ~~promulgate the necessary rules and regulations so that the Director of the~~
25 ~~Department of Education shall provide technical assistance to school~~
26 ~~districts determined by the director to be in fiscal or academic distress and~~
27 ~~shall ensure, to the extent possible, that a fiscal crisis or an academic~~
28 ~~crisis will not interrupt the educational services provided to the students~~
29 ~~of a school district.~~

30

31 ~~6-20-1605. Identification of districts in distress.~~

32 ~~Prior to the beginning of the 1996-1997 school year and each school~~
33 ~~year thereafter, the Department of Education shall identify all school~~
34 ~~districts that are in academic or fiscal distress and shall further document~~
35 ~~any school districts that meet the criteria for academic or fiscal distress~~
36 ~~but which, after investigation, the department determines are not in academic~~

1 ~~or fiscal distress.~~

2

3 ~~6-20-1606. School improvement plan.~~

4 ~~(a) Those school districts identified by the Department of Education~~
5 ~~as being in academic or fiscal distress shall be classified as Phase I school~~
6 ~~districts.~~

7 ~~(b)(1)(A) A district classified as a Phase I school district shall~~
8 ~~develop and file with the department a school improvement plan to address any~~
9 ~~areas in which the school district is experiencing academic or fiscal~~
10 ~~distress as identified by the department.~~

11 ~~(B) If a district does not file a school improvement plan~~
12 ~~with the department, the district shall be immediately classified as a Phase~~
13 ~~II school district.~~

14 ~~(2) The department shall provide technical assistance to any~~
15 ~~district classified as a Phase I district.~~

16 ~~(A) The department shall monitor the progress of school~~
17 ~~districts in Phase I.~~

18 ~~(B) Districts that are implementing school improvement~~
19 ~~plans shall continue to be classified as Phase I school districts for the~~
20 ~~remainder of the school year.~~

21 ~~(C) If the department determines that a district is not~~
22 ~~implementing its school improvement plan according to department regulations,~~
23 ~~the district shall be immediately classified as a Phase II school district.~~

24

25 ~~6-20-1607. Classification of school districts in distress.~~

26 ~~(a)(1) During the 1997-1998 school year and each school year~~
27 ~~thereafter, the Department of Education shall determine which school~~
28 ~~districts shall be classified as Phase I districts or Phase II districts.~~

29 ~~(2) A school district may be classified a Phase I district for~~
30 ~~more than one (1) year.~~

31 ~~(b) No Phase I or Phase II district shall incur additional debt~~
32 ~~without the approval of the department.~~

33 ~~(c)(1) During the 1997-1998 school year and each school year~~
34 ~~thereafter, only those districts classified as Phase II districts by the~~
35 ~~Director of the Department of Education shall be required to receive on site~~
36 ~~technical assistance by a team of educators assigned by the department to~~

1 ~~work directly with the districts.~~

2 ~~(2) During the first six (6) months of the school year in which~~
3 ~~a district is classified as a Phase II district, the department team shall~~
4 ~~evaluate and make recommendations to the district superintendent regarding~~
5 ~~the staffing of the district and concerning fiscal or academic policies or~~
6 ~~practices of the district if necessary to address the fiscal or academic~~
7 ~~distress of the district as defined by the department.~~

8 ~~(3)(A) The recommendations of the department shall be binding on~~
9 ~~the district, the superintendent, and the school board; provided, however,~~
10 ~~that it shall be the duty of the district to follow all Arkansas laws.~~

11 ~~(B) A district classified as a Phase II school district~~
12 ~~that fails to follow recommendations of the department shall be immediately~~
13 ~~classified as a Phase III school district.~~

14 ~~(d) At the conclusion of the 1997-98 school year, and each year~~
15 ~~thereafter, the department shall report the progress of all districts~~
16 ~~classified as Phase II school districts to the State Board of Education.~~

17
18 ~~6-20-1608. Limitation on Department of Education's authority.~~

19 ~~The Department of Education shall not take over the operation of a~~
20 ~~Phase I or Phase II school district.~~

21
22 ~~6-20-1609. Phase III school districts.~~

23 ~~(a) These school districts that do not meet the Department of~~
24 ~~Education's criteria for repeating procedures set forth for Phase II and~~
25 ~~those districts that did not follow the recommendations of the department for~~
26 ~~Phase II school districts shall be classified as Phase III school districts.~~

27 ~~(b) During the 1998-1999 school year and each year thereafter until~~
28 ~~the school district is no longer classified as a Phase III district, the~~
29 ~~department shall have the following authority in dealing with any district~~
30 ~~classified as a Phase III school district:~~

31 ~~(1) To require the superintendent to relinquish all authority~~
32 ~~with respect to the district, to appoint an individual to operate the~~
33 ~~district under the supervision of the Director of the Department of~~
34 ~~Education, and to compensate non department employees for operating the~~
35 ~~district using the salary formerly given to the district superintendent;~~

36 ~~(2) To have all the powers and duties of the local school board~~

1 ~~under § 6-13-620;~~

2 ~~(3) To determine that it is in the best interests of the~~
3 ~~students in the district to continue operation of the district or that~~
4 ~~annexation to an adjacent district or districts is necessary;~~

5 ~~(4) To call for the election of a new school board for the~~
6 ~~district, in which case the district shall reimburse the county board of~~
7 ~~election commissioners for election costs as otherwise required by law;~~

8 ~~(5) To allow the district to operate without a local school~~
9 ~~board under the supervision of the local school district administration;~~

10 ~~(6) To turn the administration of the district over to the~~
11 ~~former board or to a newly elected school board; and~~

12 ~~(7) To waive the application of Arkansas law, with the exception~~
13 ~~of §§ 6-17-1501 et seq. and 6-17-1701 et seq. or department rules and~~
14 ~~regulations.~~

15

16 ~~6-20-1610. Annexation Appeals.~~

17 ~~(a) If it is in the best interests of students in a district~~
18 ~~classified as a Phase III school district to be annexed to another district~~
19 ~~or districts, as determined by the Department of Education, the department~~
20 ~~shall hold a public hearing to discuss the annexation of the district.~~

21 ~~(b) After the public hearing, the State Board of Education may annex~~
22 ~~the district to another district or districts upon a majority vote of the~~
23 ~~members of the state board.~~

24 ~~(c) If the state board annexes the district, the state board shall~~
25 ~~have exclusive authority to determine the boundary lines of the new district~~
26 ~~or districts and to allocate the assets and liabilities of the district.~~

27 ~~(d) Any district that appeals the decision of the state board in~~
28 ~~regard to annexation shall file the appeal in Pulaski County Circuit Court.~~
29 ~~Jurisdiction and venue shall not lie in any other court or the circuit court~~
30 ~~in the county where the administrative office of the district is located.~~

31

32 SECTION 23. Effective Date.

33 Unless otherwise provided in this act, this act shall become effective
34 on July 1, 2003.

35

36

/s/ Green, et al

APPROVED: 04/17/2003

**Stricken language would be deleted from and underlined language would be added to present law.
Act 35 of the 2nd Extraordinary Session**

1 State of Arkansas Call Item 4
 2 84th General Assembly *As Engrossed: S12/30/03 H1/7/04*
 3 Second Extraordinary Session, 2003 **SENATE BILL 33**

A Bill

4
 5 By: Senators Bryles, Argue, Baker, Bisbee, B. Johnson, Faris, Salmon, Trusty, Whitaker, Womack,
 6 Wooldridge, Wilkinson, *Altes, Broadway, Gullett, Higginbothom, Horn, G. Jeffress, J. Jeffress*
 7 By: Representatives Hardwick, Cleveland, Agee, Anderson, Bledsoe, Borhauer, Bennett, Bright,
 8 Dickinson, L. Evans, Harris, House, Hutchinson, Kenney, Key, Martin, Matayo, Mathis, Pace, Parks,
 9 Pritchard, Rosenbaum, Schulte, R. Smith, *Blair, Bolin, Bond, Bradford, Childers, Clemons, Creekmore,*
 10 *Dees, Eason, Edwards, D. Evans, Ferguson, Fite, Green, Haak, Hathorn, Jackson, Jacobs, C. Johnson, J.*
 11 *Johnson, Judy, King, Medley, Moore, Nichols, Norton, Oglesby, Penix, Petrus, Seawel, Sullivan, Sumpter,*
 12 *C. Taylor, Thomas, Thyer, White, Wood*

For An Act To Be Entitled

13
 14
 15 **For An Act To Be Entitled**
 16 AN ACT TO ESTABLISH A COMPREHENSIVE SYSTEM OF
 17 TESTING FOR ARKANSAS STUDENTS; TO ESTABLISH A
 18 PROGRAM OF SCHOOL AND SCHOOL DISTRICT
 19 ACCOUNTABILITY FOR STUDENT PERFORMANCE AND TO
 20 ESTABLISH A SYSTEM OF REWARDS AND SANCTIONS; TO
 21 GIVE STUDENTS ATTENDING UNDERPERFORMING SCHOOLS
 22 CERTAIN CHOICES, KNOWN AS THE ARKANSAS
 23 OPPORTUNITY PUBLIC SCHOOL CHOICE ACT; TO
 24 ESTABLISH A FINANCIAL MANAGEMENT PRACTICES SYSTEM
 25 FOR ARKANSAS SCHOOL DISTRICTS; AND FOR OTHER
 26 PURPOSES.

Subtitle

27
 28
 29 AN ACT TO BE KNOWN AS THE ARKANSAS
 30 STUDENT ASSESSMENT AND EDUCATIONAL
 31 ACCOUNTABILITY ACT OF 2004.

32
 33
 34 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

35
 36 *SECTION 1. Arkansas Code § 6-15-404 is amended to read as follows:*



1 6-15-404. Program implementation.

2 (a) The State Board of Education ~~will~~ shall establish clear, specific,
3 and challenging academic content standards which define what students shall
4 know and be able to do in each content area. Instruction in all public
5 schools shall be based on these academic content standards.

6 (b) The state board shall establish a schedule for periodic review and
7 revision of academic content standards to ensure that Arkansas academic
8 content standards are rigorous and equip students to compete in the global
9 work force.

10 (c) The state board shall include the following elements in the
11 periodic review and revision of Arkansas academic content standards:

12 (1) External review by outside content standards experts;

13 (2) Review and input by higher education, workforce education,
14 and community members;

15 (3) Study and consideration of academic content standards from
16 across the nation and the international level as appropriate;

17 (4) Study and consideration of evaluation from national groups
18 or organizations as appropriate;

19 (5) Revisions by committees of Arkansas teachers and
20 instructional supervisor personnel from public schools, assisted by teachers
21 from institutions of higher education; and

22 (6) Public dissemination of revised academic content standards
23 at the state board meeting and Department of Education website.

24 (d) The state board shall establish a clear concise system of
25 reporting the academic performance of each school on the state-mandated
26 criterion-referenced exam which conforms with the requirements of the No
27 Child Left Behind Act of 2001.

28 (e) The state board shall develop and the department shall implement a
29 developmentally appropriate uniform school readiness screening to validate a
30 child's school readiness as part of a comprehensive evaluation design.

31 Beginning with the 2004-2005 school year, the department shall require that
32 all school districts administer the uniform school readiness screening to
33 each kindergarten student in the district school system upon the student's
34 entry into kindergarten. Children who enter public school for the first time
35 in first grade must be administered the uniform school readiness screening
36 developed for use in the first grade.

1 (f)(1) The department shall select a developmentally appropriate
2 assessment to be administered to all students in first grade and second grade
3 in reading and mathematics.

4 (2) Professional development activities shall be tied to the
5 comprehensive school improvement plan and designed to increase student
6 learning and achievement.

7 (3) Longitudinal and trend data collection shall be maintained
8 for the purposes of improving student and school performance.

9 (4) A public school or public school district classified as in
10 "school improvement" shall develop and file with the department a
11 comprehensive school improvement plan designed to ensure that all students
12 demonstrate proficiency on all portions of state-mandated criterion-
13 referenced assessment. The comprehensive school improvement plan shall
14 include strategies to address the achievement gap existing for any
15 identifiable group or subgroup as identified in the Arkansas Comprehensive
16 Testing, Assessment, and Accountability Program and the gap of that subgroup
17 from the academic standard.

18 ~~(g)(1) The department shall develop and implement testing for public~~
19 ~~school students at the primary and middle-level grades, as well as end-of-~~
20 ~~course testing, which is criterion-referenced and which measures application~~
21 ~~of knowledge and skills in reading and writing literacy, mathematics and, as~~
22 ~~funds are available, in science and social studies.~~

23 ~~(2) The department shall test public school students in a manner~~
24 ~~and with a nationally norm-referenced test to be selected by the state board.~~

25 ~~(3) The state board shall establish expected levels of~~
26 ~~achievement on the criterion-referenced examinations for all areas of~~
27 ~~assessment and accountability.~~

28 ~~(4) The State of Arkansas shall participate in the~~
29 ~~administration of the National Assessment of Educational Progress~~
30 Examinations. By July 1, 2006, the department shall develop and implement a
31 criterion-referenced testing program which is valid, reliable, externally
32 linked to a national norm and vertically scaled for public school students
33 grades three through eight (3-8), which measures application of knowledge and
34 skills in reading and writing literacy, and mathematics. Science, civics,
35 and government shall be measured on a schedule as determined by the state
36 board.

1 (2) The testing program shall be adopted by the state board and
2 shall be known as the Arkansas Comprehensive Assessment Program exams. These
3 exams shall be used as the assessment portion of the Arkansas Comprehensive
4 Testing, Assessment, and Accountability Program to determine school and
5 district performance awards and sanctions.

6 (3) The board shall establish expected levels of achievement on
7 the Arkansas Comprehensive Assessment Program exams.

8 (4) The State of Arkansas shall participate in the
9 administration of the National Assessment of Educational Progress
10 examinations.

11 ~~(h) Any student failing to achieve the established standard on the~~
12 ~~riterion referenced examinations shall be evaluated by school personnel, who~~
13 ~~shall jointly develop an academic improvement plan to assist the student in~~
14 ~~achieving the expected standard in subject areas where performance is~~
15 ~~deficient. Any student failing to achieve the established standard on the~~
16 Arkansas Comprehensive Assessment Program exams shall be evaluated by school
17 personnel, who shall jointly develop with the student's parents an academic
18 improvement plan to assist the student in achieving the expected standard in
19 subject areas where performance is deficient. The academic improvement plan
20 shall describe the parent's role and responsibilities as well as the
21 consequences for the student's failure to participate in the plan.

22 (1)(1) Each school shall develop one (1) comprehensive, long-range
23 school improvement plan focused on student achievement which shall be
24 reported to the public.

25 ~~(2)(A) Any school that fails to achieve established levels of~~
26 ~~student performance on criterion referenced tests and related indicators, as~~
27 ~~defined by rule and regulation, shall implement a comprehensive school~~
28 ~~improvement plan accepted by the department. This improvement plan shall~~
29 ~~assist those students performing below grade level in achieving the~~
30 ~~established standard. Any school that fails to achieve expected levels of~~
31 student performance on the Arkansas Comprehensive Assessment Program exams
32 and related indicators, as defined in this subchapter, shall participate in a
33 school improvement plan accepted by the department. This improvement plan
34 shall assist those students performing below-grade level in achieving the
35 expected standard.

36 ~~(B) This plan shall be part of each~~
~~school's long-range comprehensive school improvement plan and shall be~~

1 ~~reported to the public.~~

2 ~~(C)(B)~~ Progress on improved achievement shall be included
3 as part of the school's and school district's annual report to the public.

4 (j) The department and the local school districts shall annually
5 compile and disseminate to the public results of all required examinations.
6 The results of the ~~end-of-course~~ End of Course testing shall become a part of
7 each student's transcript or permanent record and shall be recorded on these
8 documents in a manner prescribed by the state board.

9 (k)(1) Parents, students, families, educational institutions, and
10 communities are collaborative partners in education and each plays an
11 important role in the success of individual students. Therefore, the State
12 of Arkansas cannot be the guarantor of each individual student's success.

13 (2) The goals of Arkansas's grades kindergarten through twelve
14 (K-12) education system are not guarantees that each individual student will
15 succeed or that each individual school will perform at the level indicated in
16 the goals.

17
18 SECTION 2. Arkansas Code § 6-15-421 is amended to read as follows:
19 6-15-421. Awards and sanctions.

20 (a) The Department of Education is authorized to develop and
21 implement, contingent upon appropriation and funding being provided by the
22 General Assembly, a program of rewards to recognize individual schools that
23 demonstrate exceptional performance in levels of student achievement and to
24 recognize schools that demonstrate significant improvement in student
25 achievement.

26 (b)(1) Each school that does not attain the expected levels of student
27 performance on state-mandated indicators and individual school improvement
28 indicators shall be designated by one (1) of several levels of sanction.

29 (2) Each level of sanction shall determine specific
30 interventions to be provided to the students of public schools or public
31 school districts by the department. The levels of sanction developed under
32 ~~this subchapter~~ Act 1467 of 2003 shall be incorporated into the existing
33 comprehensive school improvement plan.

34 (c) The State Board of Education shall develop a clear, concise system
35 of reporting the academic performance of each public school on the state-
36 mandated, criterion-referenced tests, developmentally appropriate assessments

1 for grades kindergarten through one and two (K-2), Benchmark exams, and End
2 of Course exams, which conforms with current state and federal law.

3 (d) The state board, through the department, is hereby authorized to
4 promulgate rules and regulations as may be necessary to carry out the
5 provisions of this subchapter.

6

7 SECTION 3. Arkansas Code § 6-15-402 is amended as follows:

8 6-15-402. Purpose.

9 (a)(1) The purpose of this subchapter is to provide the statutory
10 framework necessary to ensure that all students in the public schools of this
11 state have an equal opportunity to demonstrate grade-level academic
12 proficiency through the application of knowledge and skills in the core
13 academic subjects consistent with state curriculum frameworks, performance
14 standards, and assessments. The State of Arkansas recognizes and declares
15 that students who are not performing at grade-level standards of academic
16 proficiency are especially harmed by social promotion because they are not
17 equipped with the necessary academic skills to be successful and productive
18 members of society. For this reason, the Arkansas Comprehensive Testing,
19 Assessment, and Accountability Program will emphasize point-in-time
20 intervention and remediation upon the discovery that any student is not
21 performing at grade level. The state is committed to all students having the
22 opportunity to perform at their age-appropriate grade level and beyond.

23 (2) This subchapter is constructed around a system that includes
24 statewide indicators, individual school improvement indicators, and a locally
25 generated school accountability narrative. The total program shall be applied
26 to each school in the state public school system.

27 (3) This subchapter is designed to be a multiyear commitment to
28 assess the academic progress and performance of Arkansas' public school
29 students, classrooms, schools, and school districts.

30 (4) It shall also be the purpose of this subchapter to provide
31 information needed to improve the public schools by measuring annual learning
32 gains of all students through longitudinal tracking and analysis of value-
33 added computations of student gains against a national cohort to inform
34 parents of the educational progress of their public school children, and to
35 inform the public of the performance of schools. The program shall be
36 designed to:

1 (A) Assess the annual learning gains of each student
2 toward achieving the academic content standards appropriate for the student's
3 grade level;

4 (B) Provide data for building effective staff development
5 programs and school accountability and recognition;

6 (C) Identify the educational strengths and weaknesses of
7 students and to help the teacher tailor instruction to the needs of the
8 individual student;

9 (D) Assess how well academic goals and performance
10 standards are met at the classroom, school, school district, and state
11 levels;

12 (E) Provide information to aid in the evaluation and
13 development of educational programs and policies;

14 (F) Provide information on the performance of Arkansas
15 students compared with other students from across the United States; and

16 (G) Identify best practices and schools that are in need
17 of improving their practices.

18 (b) The purposes of the assessment and accountability program
19 developed under this subchapter shall be to:

20 (1) Improve student learning and classroom instruction;

21 (2) Provide public accountability by ~~exemplifying~~ mandating
22 expected achievement levels, by reporting on school and school district
23 performance, and applying a framework for state action for a school or school
24 district that fails expected achievement levels as defined in the program
25 Arkansas Comprehensive Testing, Assessment, and Accountability program rules
26 and regulations; and

27 (3) Provide evaluation data of school and school district
28 performance in order to assist policymakers at all levels in decision
29 making.

30 (c) The priorities of the assessment and accountability program
31 developed pursuant to the provisions of this subchapter shall include:

32 (1) All students have an opportunity to demonstrate increased
33 learning and completion at all levels, graduate from high school, and enter
34 postsecondary education or the workforce without remediation;

35 (2) Students demonstrate that they meet the expected academic
36 standards consistently at all levels of their education;

1 (3) Academic standards for every level of the grades
2 kindergarten through twelve (K-12) education system are aligned and education
3 financial resources are aligned with student performance expectations at each
4 level of the grades kindergarten through twelve (K-12) education system; and
5 (4) The quality of educational leadership at all levels of
6 grades kindergarten through twelve (K-12) education is improved.

7
8 SECTION 4. Arkansas Code Title 6, Chapter 15, Subchapter 4 is amended
9 to add additional sections to read as follows:

10 6-15-433. Statewide assessment program.

11 (a) Upon approval by the State Board of Education, the Department of
12 Education shall implement a statewide program of educational assessment that
13 provides information for the improvement of the operation and management of
14 the public schools.

15 (b) Pursuant to the statewide assessment program, the department
16 shall:

17 (1) Determine and designate the appropriate offices within the
18 department which shall report to the state board and shall be responsible for
19 determining each school's improvement and performance levels;

20 (2) Develop and implement a uniform system of indicators to
21 describe the performance of public school students and the characteristics of
22 the public school districts and the public schools; and

23 (3)(A) Implement student achievement testing as part of the
24 statewide assessment program, to be administered annually to measure reading,
25 writing, and mathematics and that includes:

26 (i) Developmentally appropriate testing for grades
27 kindergarten through two (K-2);

28 (ii)(a) Norm-referenced tests using nationally
29 normed metrics in grades three through nine (3-9), and criterion-referenced
30 tests, as defined in § 6-15-404(g)(1) known as the Benchmark exams, in
31 grades three through eight (3-8); or

32 (b) Other assessments which are based on
33 researched best practices as determined by qualified experts which would be
34 in compliance with federal and state law;

35 (iii) Any other tests required by the State Board of
36 Education; and

1 (iv) End of Course exams shall be administered for
2 Algebra I, geometry, literacy, and other content areas as directed by the
3 state board.

4 (B) Science, civics, and government shall be measured on a
5 schedule as determined by the state board.

6 (c) The testing program shall be designed so that:

7 (1)(A) The tests measure student skills and competencies adopted
8 by the state board as specified in § 6-15-404(a). The tests shall measure
9 and report student achievement levels in reading, writing, and mathematics
10 including longitudinal tracking of the same students, as well as an analysis
11 of value-added computations of student achievement gains against a national
12 cohort.

13 (B) The department shall provide for the tests to be
14 obtained or developed, as appropriate, through contracts and project
15 agreements;

16 (2) The testing program, as determined by the state board, shall
17 consist of norm-referenced and criterion-referenced testing or other
18 assessments as defined in § 6-15-433(b)(3)(A)(ii)(b). Questions shall
19 require the student to produce information and perform tasks in such a way
20 that the skills and competencies he or she uses can be measured in a
21 statistically reliable and valid manner;

22 (3) Each testing program, whether at the elementary beginning at
23 grade three (3), middle school, or high school level, shall include to the
24 fullest extent possible, a test of writing in which students are required to
25 produce writings that are then scored by appropriate analytic methods that
26 ensure overall test validity and reliability, including inter-rater
27 reliability. Writing test results shall be scored and returned for district
28 and school use no later than July 1 of each year beginning in 2005-2006 and
29 each year thereafter;

30 (4) A score shall be designated for each subject area tested
31 that will be the required level of proficiency, below which score, a
32 student's performance is deemed inadequate;

33 (5) Beginning in the 2004-2005 school year, students in grades
34 kindergarten through twelve (K-12) who do not demonstrate proficiency on the
35 Arkansas Comprehensive Assessment Program exams shall participate in an
36 intense remediation program specific to identified deficiencies;

1 (6) The state board shall designate, based on valid and reliable
2 statistical models, the proficiency levels for each part of the Arkansas
3 Comprehensive Assessment Program exams;

4 (7) Participation in the testing program is mandatory for all
5 students attending public school except as otherwise prescribed by the state
6 board. If a student does not participate in the Arkansas Comprehensive
7 Assessment Program exams, the district shall notify the student's parent or
8 guardian and provide the parent or guardian with information regarding the
9 reasons for and implications of such nonparticipation. The state board shall
10 adopt rules in compliance with federal and state law, based upon
11 recommendations of the department, for the provision of test accommodations
12 and modifications of procedures as necessary for students in exceptional
13 education programs and for limited-English proficient students. The State
14 Board of Education shall not make accommodations that negate the validity of
15 a statewide assessment or interpretations or implementations which result in
16 less than ninety-five percent (95%) of all students attending public school
17 participating in the testing program;

18 (8) The department shall implement student testing programs for
19 any grade level and subject area necessary to effectively monitor educational
20 achievement in the state and shall provide data access to any unit within the
21 department or contracted firm or firms for the purpose of analyzing value-
22 added computations and posting school, district, and state student
23 achievement, provided such disclosures are in not in conflict with applicable
24 federal and state law;

25 (9) Each district shall ensure that educators in their district
26 provide instruction to prepare students to demonstrate proficiency in the
27 skills and competencies necessary for successful grade-to-grade progression
28 and high school graduation. The department shall verify that the required
29 skills and competencies are part of the district instructional programs;

30 (10) Conduct ongoing research to develop improved statistically
31 reliable and valid methods of assessing student performance, including,
32 without limitation, the:

33 (A) Use of technology to administer, score, or report the
34 results of tests; and

35 (B) Use of electronic transfer of data;

36 (11) Conduct or contract with a provider to conduct ongoing

1 research and analysis of individual student, classroom, school, district, and
2 state achievement data, including, without limitation, monitoring value-added
3 trends in individual student, school, district, and state achievement,
4 identifying school programs that are successful, and analyzing correlates of
5 school achievement; and

6 (12) Provide technical assistance to school districts in the
7 implementation of state and district testing programs and the use of the data
8 produced pursuant to such programs, including longitudinal tracking data.

9
10 6-15-434. School testing programs.

11 (a) Student performance data shall be analyzed and reported to
12 parents, the community, and the state, provided such disclosures are not in
13 conflict with applicable federal and state law.

14 (b) Student performance trend data shall be one (1) of the components
15 used in developing objectives of the school improvement plan, internal
16 evaluations of instructional and administrative personnel, assignment of
17 staff, allocation of resources, acquisition of instructional materials and
18 technology, performance-based budgeting, and assignment of students into
19 educational programs of the local school district.

20
21 6-15-435. Required analyses.

22 The Department of Education shall provide, at a minimum, for the
23 following analyses of data produced by the student achievement testing
24 program:

25 (1) The statistical system for the annual assessments shall use
26 the Arkansas Comprehensive Assessment Program exams and other valid and
27 reliable measures of student learning deemed appropriate by the State Board
28 of Education to determine classroom, school, and school district statistical
29 distributions that shall measure the differences in a student's previous
30 year's achievement compared to the current year achievement for the purposes
31 of improving student achievement, accountability, and recognition;

32 (2)(A) The statistical system shall provide the best estimates
33 of classroom, school, and school district effects on student progress based
34 on established, value-added longitudinal calculations.

35 (B) The approach used by the department shall be approved
36 by the state board before implementation; and

1 (3)(A)(i) The approach used by the department shall be in
2 alignment with federal statutes and be piloted in 2004-2005 to collect data
3 to allow research and evaluation of student achievement growth models.

4 (ii) The approach shall include the following:

5 (a) Value-added longitudinal calculations;

6 (b) Sufficient transparency in the models'
7 conception and operation to allow others in the field to validate or
8 replicate the results; and

9 (c) An assessment of the models' accurateness
10 in relation to other models.

11 (iii) A team of relevant technical experts in
12 student assessment and the State Board shall review and approve the cost
13 effectiveness of the model in terms of actual and in kind costs before
14 implementation.

15 (B) The department shall establish a schedule for the
16 administration of the statewide assessments.

17 (C) Beginning in the 2005-2006 school year and each
18 subsequent year thereafter, in establishing such schedule, the department is
19 charged with the duty to accomplish the latest possible administration of the
20 statewide assessments and the earliest possible provision, but no later than
21 July 1, of the results to the school districts.

22 (D) District school boards shall not establish school
23 calendars that jeopardize or limit the valid testing and comparison of
24 student learning gains.

25
26 6-15-436. Local assessments.

27 (a) School districts may elect to measure the learning gains of
28 students in subjects and at grade levels in addition to those required for
29 the Arkansas Comprehensive Assessment Program exams.

30 (b) Measurement of the learning gains of students in all subjects and
31 grade levels other than subjects and grade levels required for the Arkansas
32 Comprehensive Assessment Program is the responsibility of the school
33 districts.

34 (c) The results of these assessments shall be provided to the
35 Department of Education upon request of the Director of the Department of
36 Education.

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6-15-437. Rules.

The State Board of Education shall adopt any rules necessary to implement the Arkansas Comprehensive Testing, Assessment, and Accountability Program, § 6-15-401 et seq. pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.

6-15-438. Test security and confidentiality

(a) Violation of the security or confidential integrity of any test or assessment is prohibited.

(b)(1) The State Board of Education shall sanction a person who engages in conduct prohibited by this section, as provided under Arkansas Code § 6-17-405 and following the Process for Certificate Invalidation as approved by the Board.

(2) Additionally, the state board may sanction a school district or school, or both in which conduct prohibited in this section occurs.

(c)(1) 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.

(2) 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 Director of the Department for the administration of the assessment or from the procedures specified in the applicable test administration materials.

(3) Conduct that violates the security or confidential integrity of a test or assessment may include, but is not limited to the following acts and omissions:

(A) Viewing secure assessment materials;

(B) Duplicating secure assessment materials;

(C) Disclosing the contents of any portion of secure assessment materials;

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

(E) Aiding or assisting an examinee with a response or answer to any secure assessment item;

(F) Changing or altering any response or answer of an

1 examinee to a secure assessment item;

2 (G) Failing to follow the specified testing procedures or
3 to proctor students;

4 (H) Failing to administer the assessment on the designated
5 testing dates;

6 (I) Encouraging or assisting an individual to engage in
7 the conduct described in this subsection;

8 (J) Failing to report to appropriate authority that an
9 individual has engaged in conduct set forth in this section;

10 (K) Failing to follow the specified procedures and
11 required criteria for alternate assessments; or

12 (L) Failing to return the secured test booklets back to
13 the testing company in a timely manner.

14
15 SECTION 5. Arkansas Code Title 6, Chapter 15, is amended to add an
16 additional subchapter to read as follows:

17 6-15-1801. Public school student progression – Remedial instruction –
18 Reporting requirements – Intent.

19 It is the intent of the General Assembly subsequent to §§ 6-15-1804
20 that:

21 (1) Each student's progression from one (1) grade to another be
22 determined, in part, upon proficiency in reading, writing, and mathematics;

23 (2) District school board policies facilitate such proficiency;
24 and

25 (3) Each student and his or her parent be informed of the
26 student's academic progress.

27
28 6-15-1802. Public school student progression – Remedial instruction –
29 Reporting requirements – Comprehensive program.

30 The State Board of Education shall establish a comprehensive program
31 for student progression that shall include:

32 (1) Standards for evaluating each student's performance,
33 including the student's mastery level with respect to the academic content
34 standards;

35 (2) Specific levels of performance in reading, writing, and
36 mathematics for each grade level and specific proficiency levels of

1 performance on statewide assessments including End of Course exams, below
2 which a student shall be remediated within an intensive program that is
3 different from the previous year's program and that takes into account the
4 student's learning style; and

5 (3) Appropriate alternative education intervention programs as
6 developed by the local school district in compliance with state and federal
7 law and approved by the Department of Education for a student who has been
8 retained two (2) consecutive years.

9
10 6-15-1803. Public school student progression - Remedial instruction -
11 Reporting requirements - Assessment and remediation.

12 (a)(1) Each student shall participate in the statewide program of
13 educational assessment required by § 6-15-433 and shall participate in an
14 academic improvement plan when required as a result of the assessments. The
15 Department of Education shall determine satisfactory proficiency levels and
16 shall promulgate rules and regulations of the student's academic improvement
17 plan.

18 (2) After the development of the plan, each student identified
19 as not meeting satisfactory proficiency levels in the previous spring test
20 shall participate in his or her activities outlined in his or her academic
21 improvement plan. The district shall notify the student's parent of the
22 parent's role and responsibilities as well as the consequences for the
23 student's failure to participate in the plan. Beginning with the 2005-2006
24 school year, students in grades one through six (1-6) identified for an
25 academic improvement plan who do not participate in the program shall be
26 retained. Retention for failure to participate in the academic improvement
27 plan shall expand by at least one (1) grade level for each subsequent
28 academic year after implementation. The Department of Education shall submit
29 a report to the House Interim Committee on Education and the Senate Interim
30 Committee on Education prior to September 2004 of the established additional
31 course requirements for failure to achieve proficiency on End of Course
32 exams. These requirements shall become effective beginning with the 2009-
33 2010 school year. Multiple opportunities to pass End of Course exams shall
34 be provided as defined by the Department of Education. Prior to the 2009-
35 2010 school year, students who are not proficient on the End of Course exams
36 shall participate in a remediation program to receive credit for the

1 corresponding course.

2 (3) If the student has been identified as having a deficiency in
3 literacy or mathematics, the academic improvement plan shall identify the
4 student's specific areas of deficiency in these subjects, the desired levels
5 of performance in these areas, and the instructional and support services to
6 be provided to meet the desired levels of performance.

7 (4) Schools shall also provide for the frequent monitoring of
8 the student's progress in meeting the desired levels of performance.
9 Remedial instruction provided during high school may not be in lieu of
10 English, mathematics, science, or history core courses required for
11 graduation.

12 (b) Each student who does not meet the minimum performance
13 expectations defined by the state board for the statewide assessment tests in
14 reading, writing, and mathematics shall continue to be provided with remedial
15 or supplemental instruction until the expectations are met or the student is
16 not subject to compulsory school attendance.

17 (c) In the event this section is construed to conflict with or violate
18 any federal regulations or guidelines, its enforcement shall be suspended
19 pending compliance with the federal regulations or guidelines.

20
21 6-15-1804. Public school student progression – Remedial instruction –
22 Reporting requirements – Reading deficiency and parental notification.

23 (a) It is the ultimate goal of the General Assembly that every student
24 read at or above his or her grade level. Any student who exhibits a
25 substantial deficiency in reading, based upon statewide assessments conducted
26 in grades kindergarten through two (K-2), or through teacher observations,
27 shall be given intensive reading instruction utilizing a reading program
28 approved by the State Board of Education as soon as practicable following the
29 identification of the reading deficiency. The student's reading proficiency
30 shall be reassessed by utilizing assessments within the state board approved
31 reading program. The student shall continue to be provided with intensive
32 reading instruction until the reading deficiency is corrected.

33 (b) Beginning with the 2005-2006 school year, the parent or guardian
34 of any student who exhibits a substantial deficiency in reading, as described
35 in subsection (a) of this section, shall be notified in writing of the
36 following:

1 (1) That his or her child has been identified as having a
2 substantial deficiency in reading;

3 (2) A description of the current services that are provided to
4 the child; and

5 (3) A description of the proposed supplemental instructional
6 services and supports that will be provided to the child that are designed to
7 remediate the identified area of reading deficiency.

8
9 6-15-1805. Public school student progression – Remedial instruction –
10 Reporting requirements – Elimination of social promotion.

11 No student may be assigned to a grade level based solely on age or
12 other factors that constitute social promotion, except as provided by
13 applicable federal and state law.

14
15 6-15-1806. Public school student progression – Remedial instruction –
16 Reporting requirements – Annual report.

17 (a) In addition to the requirements in § 6-15-1804(b), each district
18 school board shall annually report to the parent or guardian of each student
19 the progress of the student toward achieving state expectations for
20 proficiency in reading, writing, and mathematics. The district school board
21 shall report to the parent, guardian, or the student, if the student is
22 eighteen (18) years of age or older, the student's results on each statewide
23 assessment test. The evaluation of each student's progress shall be based
24 upon the student's classroom work, observations, tests, state assessments,
25 and other relevant information. Progress reporting shall be provided to the
26 parent, guardian, or the student, if the student is eighteen (18) years of
27 age or older, in writing in a format adopted by the district school board
28 which is consistent with § 6-15-1901(b).

29 (b) Beginning with the 2004-2005 school year, each district school
30 board shall annually publish in the local newspaper the school performance
31 report required by § 6-15-1402 and report in writing to the State Board of
32 Education by October 15 of each year, the following information on the prior
33 school year or the latest information available:

34 (1) By grade level, economic status, and ethnicity, the number
35 and percentage of all students in grades kindergarten through twelve (K-12)
36 performing at each category level on the Benchmark exams, on End of Course

1 exams, and the percentile rankings by school and grade level on norm-
2 referenced exams, any other assessments as required by the State Board of
3 Education, the number of students taking advanced placement courses, the
4 number taking the advanced placement exams, and the percent of students
5 making a 3.0, 4.0, or 5.0 on advanced placement exams;

6 (2) By grade level the number and percentage of all student
7 retained in grades one through eight (1-8);

8 (3) The graduation rate, grade inflation rate, drop-out rate for
9 grades nine through twelve (9-12) and college remediation rate;

10 (4) Number of students transferring pursuant to the unsafe
11 school provision of § 6-15-439; and

12 (5) Number of students transferring pursuant to the Arkansas
13 Opportunity Public School Choice Act of 2003 § 6-18-227 et seq.

14 (c) This section shall apply to the extent that it is not in violation
15 of applicable state or federal law.

16
17 6-15-1807. Public school student progression – Remedial instruction –
18 Reporting requirements – State Board of Education authority and
19 responsibilities.

20 The state board shall adopt rules for the administration of this
21 subchapter pursuant to the Arkansas Administrative Procedure Act, § 25-15-201
22 et seq.

23
24 6-15-1808. Public school student progression – Remedial instruction –
25 Reporting requirements – Technical assistance.

26 (a) The Department of Education shall provide technical assistance as
27 needed to aid school districts in administering this subchapter.

28 (b)(1) The Department of Education shall, at least semi-annually,
29 provide a report to the House Interim Committee on Education and the Senate
30 Interim Committee on Education setting forth the districts requesting
31 assistance, the date of the requests, the dates and actions taken.

32 (2) The Department of Education shall further report the results
33 of the action taken or assistance provided.

34
35 SECTION 6. Arkansas Code Title 6, Chapter 15, is amended to add an
36 additional subchapter to read as follows:

1 6-15-1901. School rating system - Annual reports.

2 (a) The Department of Education shall prepare annual reports of the
3 results of the statewide assessment program which describe student
4 achievement in the state, each district and each school, as well as the
5 school performance category levels pursuant to §§ 6-15-1902 and 6-15-1903.
6 The department shall prescribe the design and content of these reports that
7 shall include, without limitation, descriptions of achievement of all schools
8 participating in any assessment program and all of their major student
9 populations as determined by the department, provided that the provisions of
10 § 6-15-415 pertaining to student records apply to this section. Annual
11 school performance reports shall be sent to all parents or guardians, posted
12 on the department's website, and published by the local school district in
13 the local newspaper.

14 (b) The department shall provide information regarding performance of
15 students and educational programs as required pursuant to §§ 6-15-433 and 6-
16 15-2301 and implement a system of school reports as required by statute and
17 State Board of Education rule. Annual school performance reports shall be in
18 an easy-to-read format and shall include both the school improvement and
19 performance level designations.

20 (c) The annual report shall designate two (2) category levels for each
21 school, one (1) for the school's improvement gains, tracked longitudinally
22 and using value-added calculations on the criterion-referenced test as
23 defined in § 6-15-404(g)(1), in the latest available test results, known as
24 the annual improvement category level and one (1) based on performance from
25 the prior year on the criterion-referenced test as defined in § 6-15-
26 404(g)(1) and End of Course exams, hereafter referred to as annual
27 performance pursuant to § 6-15-1903. If the criterion-referenced test is not
28 in compliance with § 6-15-404(g)(1), then the Department of Education shall
29 rely on other assessments as defined in 6-15-404(g)(1) test for the
30 calculation of the improvement level.

31
32 6-15-1902. School rating system - Annual improvement category levels.

33 (a) For the designation determined by annual improvement, annual
34 improvement gains on criterion-referenced tests, as defined in § 6-15-
35 404(g)(1), shall identify schools as being in one (1) of the following
36 category levels defined according to rules of the State Board of Education:

- 1 (1) "Level 5", schools of excellence for improvement;
- 2 (2) "Level 4", schools exceeding improvement standards;
- 3 (3) "Level 3", schools meeting improvement standards;
- 4 (4) "Level 2", schools on alert; or
- 5 (5) "Level 1", schools in need of immediate improvement.

6 (b) The base year for improvement gains shall be established in the
7 2006-2007 school year, with annual improvement category levels assigned in
8 the 2007-2008 school year and each school year thereafter.

9 (c) School annual improvement category level designations shall be
10 based on the following:

11 (1) A combination of student achievement scores as measured by
12 annual academic gain scores on criterion-referenced tests, as defined in § 6-
13 15-404(g)(1), or assessments in grades kindergarten through twelve (K-12);

14 (2) Student assessment data used to determine annual improvement
15 category levels shall include the aggregate scores of the combined
16 population;

17 (d) The state board shall adopt appropriate criteria for each school
18 improvement category levels.

19 (e) Schools that receive an annual improvement category levels of
20 Level 5 or Level 4 are eligible for school recognition awards and
21 performance-based funding pursuant to § 6-15-1909.

22
23 6-15-1903. School rating system - Annual Performance Goals -School
24 annual performance category levels.

25 (a) The annual report shall identify schools as being in one (1) of
26 the following category levels, based on the criterion-referenced Benchmark
27 exams, as defined in 6-15-404(g)(1), and defined according to rules of the
28 State Board of Education:

- 29 (1) "Level 5", schools of excellence;
- 30 (2) "Level 4", schools exceeding standards;
- 31 (3) "Level 3", schools meeting standards;
- 32 (4) "Level 2", schools on alert; or
- 33 (5) "Level 1", schools in need of immediate improvement.

34 (b)(1) For the years 2004-2005 through 2008-2009, schools will not be
35 assigned annual performance category levels, unless an annual performance
36 category levels is requested by the school.

1 (2) For schools that receive an improvement category level of
2 Level 5 or Level 4 in the 2009-2010 and 2010-2011 school years, the
3 performance category level may be waived.

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

8 (2) In addition, the school district board shall provide
9 supplemental educational services, approved by the State Board, to affected
10 students.

11 (d) The state board shall adopt appropriate criteria for each school
12 performance category levels.

13 (e) Schools that receive an annual performance category level of Level
14 5 or Level 4 are eligible for school recognition awards and performance-based
15 funding pursuant to § 6-15-1907.

16
17 6-15-1904. Mobility.

18 The Department of Education shall study the effects of mobility on the
19 performance of highly mobile students and recommend programs to improve the
20 performance of such students.

21
22 6-15-1905. School rating system – School improvement and performance
23 category level and improvement and performance rating reports.

24 (a) School annual improvement and performance category level
25 designations and ratings shall apply to each school's achievement for the
26 year in which the achievement is measured.

27 (b) Each school's designation and rating shall be published annually
28 by the Department of Education and the school district, and shall be
29 available on the department's website. Parents and guardians shall be
30 entitled to an easy-to-read written report describing the designation and
31 rating of the school in which their child is enrolled.

32
33 6-15-1906. School rating system – Improvement and performance category
34 levels - Annual.

35 The State Board of Education shall adopt rules necessary to implement §
36 6-15-1901 et seq. pursuant to the Arkansas Administrative Procedure Act, §

1 25-15-201 et seq.

2
3 6-15-1907. Arkansas School Recognition Program.

4 (a) The General Assembly finds that there is a need for an incentive
5 program for outstanding schools. The General Assembly further finds that
6 performance-based incentives are commonplace in the private sector and should
7 be infused into the public sector as a reward for productivity.

8 (b) The Arkansas School Recognition Program is created to provide
9 financial awards to public schools that are at:

10 (1) A category level of Level 5 or Level 4 pursuant to § 6-15-
11 1903 and at least a Level 3 pursuant to § 6-15-1902; or

12 (2) A category level of Level 5 or Level 4 school pursuant to §
13 6-15-1902.

14 (c) Each school meeting the requirements set out in subdivisions
15 (b)(1) or (b)(2) of this section shall receive performance-based funding in
16 the amount of one hundred dollars (\$100) per student who participated in the
17 school's assessment program. All schools meeting both criteria shall receive
18 rewards for both categories. Each school that receives performance-based
19 funding shall submit a proposal for its spending of the performance-based
20 funding to the Department of Education. The department shall review and
21 approve each proposal. The department shall approve spending of performance-
22 based funding for academic expenses only as set forth in subsection (f) of
23 this section.

24 (d) All public schools, including charter schools, that receive school
25 category levels pursuant to §§ 6-15-1902 and 6-15-1903 are eligible to
26 participate in the program.

27 (e) All eligible schools shall receive performance-based funding.
28 Funds shall be distributed to the school's fiscal agent and placed in the
29 school's account and shall be used for purposes listed in subsection (f) of
30 this section as determined by a committee which shall include the principal,
31 a teacher elected by the faculty, and a parent representative selected by the
32 local Parent Teacher Association or some other local parental involvement
33 group. The committee shall make its determination by December 15 of each
34 applicable year.

35 (f) School recognition awards shall be used for the following:

36 (1) Nonrecurring bonuses to the faculty and staff;

1 (2) Nonrecurring expenditures for educational equipment or
2 materials to assist in maintaining and improving student performance; or

3 (3) Temporary personnel for the school to assist in maintaining
4 and improving student performance.

5 (g) The General Assembly shall appropriate and fund sufficient funds
6 to implement this section.

7
8 SECTION 7. Arkansas Code Title 6, Chapter 18, Subchapter 2 is amended
9 to add an additional section to read as follows:

10 6-18-227. Title.

11 (a)(1) This section may be referred to and cited as the "Arkansas
12 Opportunity Public School Choice Act of 2004".

13 (2) The purpose of this section is to provide enhanced
14 opportunity for students in this state to gain the knowledge and skills
15 necessary for postsecondary education, a technical education, or the world of
16 work. The General Assembly recognizes that the Arkansas Constitution, as
17 interpreted by the Arkansas Supreme Court in Lake View School District No. 25
18 v. Mike Huckabee, 351 Ark. 31 (2002), makes education a paramount duty of the
19 state. The General Assembly finds that the State Constitution requires the
20 state to provide an adequate education. The General Assembly further finds
21 that a student should not be compelled, against the wishes of the parent,
22 guardian, or the student, if the student is over eighteen (18) years of age,
23 to remain in a school designated as a Level 1 school under § 6-15-1903 for
24 two (2) or more consecutive years. The General Assembly shall make available
25 a public school choice option in order to give a child the opportunity to
26 attend a public school that is performing satisfactorily. The Arkansas
27 Opportunity Public School Choice Act shall take effect with the
28 implementation of school performance category levels.

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

35 (4) A public school choice program is hereby established to
36 enable any student to transfer from a failing school to another public school

1 in the state, subject to the restrictions contained in this section.

2 (b)(1) Upon the request of a parent, guardian, or the student, if the
3 student is over eighteen (18) years of age, a student may transfer from his
4 or her resident district to another public school in accordance with the
5 provisions of this section if:

6 (A) The resident public school has been designated pursuant to §
7 6-15-1903 as a Level 1 school for two (2) or more consecutive school years;
8 and

9 (B) The parent, guardian, or the student, if the student
10 is over eighteen (18) years of age, has notified the Department of Education
11 and both the sending and receiving school districts of the request for a
12 transfer no later than July 30 of the first year in which the student intends
13 to transfer.

14 (2)(A) For the purposes of continuity of educational choice, the
15 transfer shall operate as an irrevocable election for each subsequent entire
16 school year and shall remain in force until the student completes high school
17 or the parent, guardian, or the student, if the student is over eighteen (18)
18 years of age, makes application no later than July 30 for attendance or
19 transfer as provided for by §§6-18-202, 6-18-206, and 6-18-316. Such
20 transfer shall be effective at the beginning of the next academic year.

21 (B) Application for the Arkansas Opportunity Public School
22 Choice Act of 2004 shall be provided by the Department of Education and shall
23 contain a notice that a transfer under this subsection shall operate as an
24 irrevocable choice for at least one (1) entire school year, and shall remain
25 in force until the student completes high school as provided in this
26 subsection, and except as otherwise provided by law.

27 (3)(A) A school district shall, for each student enrolled in or
28 assigned to a school that has been designated as a Level 1 school for two (2)
29 or more consecutive school years:

30 (i) Timely notify the parent, guardian, or the
31 student, if the student is over eighteen (18) years of age, as soon as such
32 practicable after such designation is made of all options available pursuant
33 to this section; and

34 (ii) Offer the parent, guardian, or the student, if
35 the student is over eighteen (18) years of age, an opportunity to enroll the
36 student in any public school that has been designated by the state pursuant

1 to § 6-15-1903 as a school performing higher than that in which the student
2 is currently enrolled or to which the student has been assigned, but not less
3 than annual performance category Level 3. The opportunity to continue
4 attending the higher performing public school shall remain in force until the
5 student graduates from high school.

6 (B) The parent or guardian of a student enrolled in or
7 assigned to a school that has been designated as a school in Level 1 under §
8 6-15-1903 for two (2) or more consecutive years may choose as an alternative
9 to enroll the student in a legally allowable category Level 3 or higher
10 performing public school nearest to the student's legal residence. That
11 school or school district shall accept the student and report the student for
12 purposes of the funding pursuant to applicable state law.

13 (C) Students with disabilities who are eligible to receive
14 services from the school district under federal or state law, including
15 students receiving additional funding through Federal Title Programs specific
16 to the Elementary and Secondary Education Act, and who participate in this
17 program, remain eligible to receive services from the school district as
18 provided by federal or state law and any funding for such student shall be
19 transferred to the district to which the student transfers.

20 (c)(A) Transportation costs shall be the responsibility of the state,
21 and the State Board of Education shall establish rules pertaining to state
22 reimbursement of transportation costs.

23 (B) However, upon the transferring district receiving a category
24 Level 3 or higher for its annual performance, then the transportation costs
25 shall no longer be the responsibility of the state, and the student's
26 transportation and the costs thereof shall be the responsibility of the
27 parents.

28 (d)(1) Each district school board shall offer the opportunity public
29 school choice option within the public schools. The opportunity public
30 school choice option shall be offered in addition other to other existing
31 choice programs.

32 (2) In the event that the opportunity public school choice
33 option results in a receiving district requiring temporary facilities or
34 faculty as a result of and to accommodate the additional students, expenses
35 related thereto in excess of that received for each student electing the
36 opportunity public school choice option shall be borne by the state.

1 (e) The provisions of this section and all student choice options
2 created in this section are subject to the limitations of § 6-18-206(d)
3 through (f):

4 (f) The department shall develop an annual report on the status of
5 school choice and deliver the report to the State Board of Education, the
6 Governor, and the Legislative Council at least ninety (90) days prior to the
7 convening of the regular session of the General Assembly.

8 (g) Each district school board shall annually report the number of
9 students applying for and attending the various types of public schools of
10 choice in the district, including schools such as magnet schools, according
11 to rules adopted by the state board.

12 (h)(1) A receiving district shall accept credits toward graduation
13 that were awarded by another district.

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

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

20 (j)(1) All school districts shall report to the department on an
21 annual basis the race, gender, and other pertinent information needed to
22 properly monitor compliance with the provisions of this section.

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

26 (3) The department may put on probation the superintendent of
27 any school district that fails to file its report each year or fails to file
28 any other information with a published deadline requested from school
29 districts by the department so long as thirty (30) calendar days are given
30 between the request for the information and the published deadline.

31 (4) A copy of the report shall be provided to the Joint Interim
32 Committee on Education.

33 (k)(1) Any student participating in the opportunity public school
34 choice option shall remain in attendance throughout the school year, unless
35 excused by the school for illness or other good cause, and shall comply fully
36 with the school's code of conduct.

1 (2) The parent or guardian of each student participating in the
2 opportunity public school choice option shall comply fully with the receiving
3 public school's parental involvement requirements, unless excused by the
4 school for illness or other good cause.

5 (3) The parent or guardian shall ensure that the student
6 participating in the opportunity public school choice option takes all
7 statewide assessments, including, but not limited to, Benchmark exams,
8 required pursuant to § 6-15-433.

9 (4) A participant who fails to comply with this section shall
10 forfeit the opportunity public school choice option.

11 (1)(1) The maximum opportunity public school choice funds granted for
12 an eligible student shall be calculated based on applicable state law.

13 (2) The receiving school district shall report all students who
14 transfer from another public school under this program. The students
15 attending public schools pursuant to the opportunity public school choice
16 option shall be reported separately from those students reported for purposes
17 of compliance with applicable state law.

18 (3) The public school that provides services to students with
19 disabilities shall receive funding as determined by applicable federal and
20 state law.

21 (m) The state board shall adopt any rules necessary for the
22 implementation of the Arkansas Opportunity Public School Choice Act of 2004,
23 § 6-18-227 et seq. pursuant to the Arkansas Administrative Procedure Act, §
24 25-15-201 et seq.

25 (n) Losses in revenue to a district directly related to the transfer
26 of students pursuant to this section shall not be considered when determining
27 a district's eligibility for funding pursuant to § 6-20-326 or other school
28 funding formulas as approved by the General Assembly.

29 (o) A district under this program shall request public service
30 announcements to be made over the broadcast media and in the print media at
31 such times and in such manner as to inform parents or guardians of students
32 in adjoining districts of the availability of the program, the application
33 deadline, and the requirements and procedure for nonresident students to
34 participate in the program.

35
36 SECTION 8. Arkansas Code Title 6, Chapter 15, is amended to add an

1 additional subchapter to read as follows:

2 6-15-2001. Implementation of state system of school improvement and
3 education accountability.

4 (a) The Department of Education is responsible for implementing and
5 maintaining a system of intensive school improvement and education
6 accountability that shall include policies and programs to implement the
7 following:

8 (1) A system of data collection and analysis that will improve
9 information about the educational success of individual students and schools.
10 The information and analyses shall be capable of identifying educational
11 programs or activities in need of improvement and reports prepared pursuant
12 to this section shall be distributed to the appropriate district school
13 boards prior to distribution to the general public. No disclosure shall be
14 made that is in violation of applicable federal or state law;

15 (2) A program of school improvement that will analyze
16 information to identify schools educational programs or educational
17 activities in need of improvement;

18 (3) A method of delivering services to assist school districts
19 and schools to improve; and

20 (4) A method of coordinating the state educational goals and
21 school improvement plans with any other state program that creates incentives
22 for school improvement.

23 (b) The department shall be responsible for the implementation and
24 maintenance of the system of school improvement and education accountability
25 outlined in this section. There shall be an annual determination of whether
26 each school is progressing toward implementing and maintaining a system of
27 school improvement.

28 (c) If progress is not being made, the local school district shall
29 prepare and implement a revised school improvement plan. The department and
30 State Board of Education shall monitor the development and implementation of
31 the revised school improvement plan.

32 (d) The department shall report to the Legislative Council and
33 recommend changes in state policy necessary to foster school improvement and
34 education accountability. Included in the report shall be a list of the
35 schools for which district school boards have developed assistance and
36 intervention plans and an analysis of the various strategies used by the

1 school boards. School reports shall be distributed pursuant to this
2 subsection (d) and § 6-15-1901 and according to rules adopted by the state
3 board.

4 (e)(1) The department shall implement a training program to develop
5 among state and district educators a cadre of facilitators of school
6 improvement. These facilitators shall assist schools and districts to
7 conduct needs assessments and develop and implement school improvement plans
8 to meet state goals.

9 (2) Upon request, the department shall provide technical
10 assistance and training to any school, school district, or district school
11 board for conducting needs assessments, developing and implementing school
12 improvement plans, developing and implementing assistance and intervention
13 plans, or implementing other components of school improvement and
14 accountability. Priority for these services shall be given to schools
15 designated as school districts in academic distress or schools in need of
16 school improvement under state or federal law. The Department of Education
17 shall, no less than semi-annually, provide a report to the House Interim
18 Committee on Education and the Senate Interim Committee on Education setting
19 forth the districts requesting assistance, the state of each request, and the
20 dates and actions taken. The Department of Education shall further report
21 the results of the actions taken or assistance provided.

22 (3) The department shall provide technical assistance to each
23 school that is designated as a Level 1 school or a Level 2 school under § 6-
24 15-1903 to develop a revised school improvement plan.

25 (f) As a part of the system of educational accountability, the
26 department shall:

27 (1) Develop minimum performance standards for various grades and
28 subject areas, as required in §§ 6-15-404 and 6-15-433;

29 (2) Administer the statewide assessment testing program created
30 by § 6-15-433; and

31 (3) Conduct or contract with a provider to conduct the program
32 assessments required by § 6-15-403; and

33 (4) Conduct or contract with any provider for implementation for
34 any part or portion of this act; and

35 (5) Perform any other functions that may be involved in
36 educational planning, research, and evaluation or that may be required by the

1 state board rules and regulations or federal or state law.

2
3 SECTION 9. Arkansas Code Title 6, Chapter 15 is amended to add an
4 additional subchapter to read as follows:

5 6-15-2101. Best financial management practices for school districts -
6 Standards - Reviews - Designation of school districts.

7 (a) The purpose of best financial management practices reviews are to
8 improve Arkansas school district management's use of resources and to
9 identify cost savings. The Department of Education and the Division of
10 Legislative Audit of the Legislative Joint Auditing Committee of the General
11 Assembly are directed to develop a system for reviewing the financial
12 management practices of school districts. In this system, the division shall
13 assist the department in examining district operations to determine whether
14 they meet "best financial management code practices".

15 (b) The best financial management practices adopted by the State Board
16 of Education may be updated periodically after consultation with the
17 Legislative Council, the Governor, the department, school districts, and the
18 division. The department shall submit to the state board for review and
19 possible adoption proposed revisions to the best financial management
20 practices adopted by the state board and reviewed by the Legislative Council.
21 Revised best financial management practices adopted by the state board shall
22 be used in the next scheduled school district reviews conducted according to
23 this section. The best financial management practices, at a minimum, shall
24 be designed to instill public confidence by addressing the school district's
25 use of resources, identifying ways that the district could save funds, and
26 improving districts' performance accountability systems, including public
27 accountability. To achieve these objectives, best practices shall be
28 developed for, but need not be limited to, the following areas:

29 (1) Management structures;

30 (2) Performance accountability;

31 (3) Efficient delivery of educational services, including
32 instructional materials;

33 (4) Administrative and instructional technology;

34 (5) Personnel systems and benefits management;

35 (6) Facilities construction;

36 (7) Facilities maintenance;

- 1 (8) Student transportation;
2 (9) Food service operations;
3 (10) Cost control systems, including asset management,
4 risk management, financial management, purchasing, internal auditing, and
5 financial auditing;
6 (11) Athletics; and
7 (12) Other extra-curricular activities.

8 (c) The department shall conduct the reviews or contract with a
9 private firm selected through a formal request for proposal process to
10 perform the review. At least one (1) member of the private firm review team
11 shall have expertise in school district finance. The scope of the review
12 shall focus on the best practices adopted by the state board pursuant to
13 subsection (b) of this section.

14 (d) The state board shall consult with the department throughout the
15 best practices review process to ensure that the technical expertise of the
16 department benefits the review process and supports the school districts
17 before, during, and after the review.

18 (e)(1) Each school district shall be subject to a best financial
19 management practices review. The General Assembly also intends that all
20 school districts shall be reviewed biennially by on-site visits and shall be
21 given one of the following designations:

22 (A) "A", schools comprehensively complying with best
23 financial practices;

24 (B) "B", schools complying with best financial practices
25 at significant levels;

26 (C) "C", schools adequately complying with best financial
27 practices;

28 (D) "D", schools less than adequately complying with best
29 financial practices; or

30 (E) "F", schools failing to comply with best financial
31 practices.

32 (2) The department shall prepare annual reports of the results
33 of the best financial management practices reviews and shall post to its
34 website the school and the district financial grades. The report, which
35 shall be part of the overall school and district report card requirement
36 pursuant to § 6-15-1806, shall include both revenue sources and

1 expenditures. The reporting of expenditures shall include breakdowns of
2 administrative, instructional, support, and operations expenditures, as well
3 as any other financial commitments of the school and district.

4 (f) The Legislative Council may adjust the schedule of districts to be
5 reviewed when unforeseen circumstances prevent initiation of reviews
6 scheduled.

7 (g) The department, subject to funding by the General Assembly, may
8 contract with a private firm to conduct best financial management practices
9 reviews.

10 (h) Reviews shall be conducted by the division, the department, or the
11 consultant. Funds may be used for the cost of reviews by the division and
12 private consultants contracted by the state board. Costs may include
13 professional services, travel expenses of the department and of the staff of
14 the division, and any other necessary expenses incurred as part of a best
15 financial management practices review and as preapproved by the department.

16 (i) Districts shall complete a self-assessment instrument provided by
17 the department that indicates the school district's evaluation of its
18 performance on each best practice. The district shall begin the self-
19 assessment no later than sixty (60) days prior to the commencement of the
20 review. The completed self-assessment instrument and supporting
21 documentation shall be submitted to the department no later than the date of
22 commencement of the review as notified by the department. The best practices
23 review team will use this self-assessment information during their review of
24 the district.

25 (j) During the review, the department or the consultant conducting the
26 review, if any, shall hold at least one (1) advertised public forum as part
27 of the review in order to explain the best financial management practices
28 review process and obtain input from students, parents or guardians, the
29 business community, and other district residents regarding their concerns
30 about the operations and management of the school district.

31 (k) District reviews conducted under this section shall be completed
32 within six (6) months after commencement. The department shall issue a final
33 report to the Legislative Council regarding the district's use of best
34 financial management practices and cost savings recommendations within sixty
35 (60) days after completing the reviews. Copies of the final report shall be
36 provided to the Governor, the state board, the district superintendent, and

1 the districts' school board members. The district superintendent shall
2 notify the press that the final report has been delivered. The notification
3 shall state the department's website address at which an electronic copy of
4 the report is available.

5 (1)(1) If the district is found not to conform to best financial
6 management practices, the report shall contain an action plan, taking public
7 input into consideration, detailing how the district could meet the best
8 practices within two (2) years. The district school board shall develop and
9 approve the implementation schedule within sixty (60) days after receipt of
10 the final report. If a district fails to vote on the action plan within
11 sixty (60) days, the district superintendent and school board members shall
12 be required to appear and present testimony before the state board and the
13 Legislative Council.

14 (2) Within sixty (60) days after the receipt of the final
15 report, the district school board shall notify the state board and the
16 department in writing of the implementation schedule for the action plan.
17 The department shall contact the school district, assess the situation, and
18 offer technical assistance, if needed.

19 (m) After a district school board votes to implement the action plan:

20 (1) No later than six (6) months after receipt of the final best
21 financial practices report, the district school board shall submit an initial
22 status report to the Governor, the state board, the division, the department
23 and the Legislative Council on progress made toward implementing the action
24 plan and whether changes have occurred in other areas of operation that would
25 affect compliance with the best practices; and

26 (2)(A) A second status report shall be submitted by the school
27 district to the Governor, the state board, the division, the department, and
28 the Legislative Council no later than six (6) months after submission of the
29 initial report, and every six (6) months thereafter, until status reports are
30 not required.

31 (B) Status reports are not required once the state board
32 concludes that the district is using best financial management practices and
33 the district is designated a grade category "A" for its financial practices.

34 (n) School districts that are determined in their review to be using
35 the best practices and are graded a category "A" pursuant to subsection (e)
36 of this section, shall receive a "Seal of Best Financial Management". The

1 state board designation shall be effective until a district's financial
2 accountability grade decreases. The state board shall revoke the designation
3 of a district school board at any time if it determines that a district is no
4 longer complying with the state's best financial management practices.

5 (o) District school boards that receive a best financial management
6 practices review shall maintain records that will enable independent
7 verification of the implementation of the action plan and any related fiscal
8 impacts.

9 (p) Unrestricted cost savings resulting from implementation of the
10 best financial management practices shall be spent at the school and
11 classroom levels for teacher salaries, teacher professional development,
12 improved classroom and school facilities, student supplies, textbooks,
13 classroom technology, and other direct student instruction activities. Cost
14 savings identified for a program that has restrictive expenditure
15 requirements shall be used for the enhancement of the specific program. If
16 the district is in fiscal distress, the cost savings may be used in
17 accordance with the fiscal distress plan.

18
19 SECTION 10. Arkansas Code Title 6, Chapter 15 is amended to add an
20 additional subchapter to read as follows:

21 6-15-2201. Postsecondary feedback of information to high
22 schools.

23 (a) Representatives from the Arkansas Department of Higher Education
24 and the Arkansas Department of Education will meet with the chairmen of the
25 Senate and House Education Committees or their designees along with the
26 selected superintendents, high school principals, and high school counselors
27 once every biennium to review the Arkansas Placement Status Reports to
28 determine if any revisions in the format of the reports, the information that
29 is reported, or the reporting process need to be made. Agreed upon changes
30 would be reported to the Arkansas Higher Education Coordinating Board, the
31 Arkansas State Board of Education and the Senate and House Education
32 Committees.

33 (b) The department shall report, by high school, to the state board
34 and the General Assembly, no later than November 30 of each year, on the
35 number of prior-year Arkansas high school graduates who enrolled for the
36 first time in public postsecondary education in this state during the

1 previous summer, fall, or spring term indicating the number of students whose
2 scores on the common placement test indicated the need for remediation
3 through college-preparatory instruction, provided such disclosure is not in
4 conflict with applicable federal or state law.

5 (c) The department shall organize school summary reports and student-
6 level records by school district and high school in which the postsecondary
7 education students were enrolled and report the information to each school
8 district no later than January 31 of each year, provided such information is
9 not in conflict with federal or state law.

10 (d) As a part of the school improvement plan pursuant to § 6-15-2001,
11 the state board shall ensure that each school district and high school
12 develops strategies to improve student readiness for the public postsecondary
13 level based on annual analysis of the feedback report data.

14 (e) The department shall biennially recommend to the General Assembly
15 statutory changes to reduce the incidence of postsecondary remediation in
16 mathematics, reading, and writing for first-time-enrolled recent high school
17 graduates.

18
19 SECTION 11. Arkansas Code § 6-15-419 is amended to read as follows:
20 6-15-419. Definitions.

21 The following definitions shall apply in this subchapter, 6-15-1801 et
22 seq., 6-15-1901 et seq., 6-18-227, 6-15-2001, 5-15-2101, and 6-15-2201,
23 unless the context otherwise requires:

24 (1) "Academic Content Standards" means standards which are
25 approved by the State Board of Education and set the skills to be taught and
26 mastery level for each grade and content area;

27 ~~(1)(A)~~ (2)(A) "Academic improvement plan" means a plan detailing
28 supplemental or intervention and remedial instruction, or both, in deficient
29 academic areas for any student who is not proficient on a portion or portions
30 of the state-mandated ~~exiterion-refereneed assessments~~ Arkansas Comprehensive
31 Assessment Program.

32 (B)(i) Such a plan shall be created and implemented by
33 appropriate teachers, counselors, and any other pertinent school personnel.

34 (ii) All academic improvement plans shall be
35 annually reviewed and revised to ensure an opportunity for student
36 demonstration of proficiency in the targeted academic areas on the next

1 ~~state-mandated criterion-referenced assessments~~ Arkansas Comprehensive
2 Assessment Program.

3 (iii) A cumulative review of all academic
4 improvement plans shall be part of the data used by the school in creating
5 and revising its comprehensive school improvement plan.

6 (iv) All academic improvement plans shall be subject
7 to review by the Department of Education.

8 (C) In any instance where a student with disabilities
9 identified under the Individuals with Disabilities Education Act has an
10 individualized education program that already addresses any academic area or
11 areas in which the student is not proficient on state-mandated criterion-
12 referenced assessments, the individualized education program shall serve to
13 meet the requirement of an academic improvement plan;

14 ~~(2)~~(3) "Adequate yearly progress" means that level of academic
15 improvement required of public schools or school districts on the state-
16 mandated criterion-referenced examinations and other indicators as required
17 in the Arkansas Comprehensive Testing, Assessment, and Accountability
18 Program, which shall comply with The Elementary and Secondary Education Act
19 as reauthorized in The No Child Left Behind Act of 2001, 20 U.S.C. § 6301, et
20 seq. (2002);

21 ~~(3)~~(4) "Annexation" means the joining of an affected school
22 district or part of the school district with a receiving district under §§ 6-
23 13-1401 et seq.;

24 (5) "Annual improvement gains" or "student learning gains" means
25 calculating a student's academic progress from one year to the next, based on
26 a same series nationally-normed assessment given in the same time frame from
27 one (1) year to the next, used as a pre-post measure of learning for the
28 content areas tested;

29 (6) "Annual performance" means that level of academic
30 achievement required of public schools or school districts on the state-
31 mandated criterion-referenced examinations;

32 (7) "Arkansas Comprehensive Assessment Program " means the
33 testing component of Arkansas Comprehensive, Testing, Assessment, and
34 Accountability Program which shall consist of developmentally appropriate
35 assessments for Kindergarten, grades one and two (K-2), national norm-
36 referenced tests in grades three through nine (3-9), any other assessments as

1 required by the State Board of Education, criterion-referenced tests for
2 grades three through eight (3-8), or other assessments which are based on
3 researched best practices as determined by qualified experts which would be
4 in compliance with federal and state law, and End of Course exams for
5 designated grades and content areas

6 (8) "Arkansas Comprehensive Testing, Assessment, and
7 Accountability Program" means a comprehensive system that focuses on high
8 academic standards, professional development, student assessment, and
9 accountability for schools;

10 (4)(9) "Comprehensive school improvement plan" means the
11 individual school's comprehensive plan based on priorities indicated by
12 assessment and other pertinent data and designed to provide an opportunity
13 for all students to demonstrate proficiency on all portions of state-mandated
14 ~~riterion-referenced-assessments~~ Arkansas Comprehensive Assessment Program;

15 (5)(10) "Consolidation" means the joining of two (2) or more
16 school districts or parts of the school districts to create a new single
17 school district under §§ 6-13-1401 et seq.;

18 (6)(11) "Department" means the Department of Education;

19 (7)(12) "District improvement plan" means a districtwide plan
20 coordinating the actions of the various comprehensive school improvement
21 plans within a district. The main focus of the district improvement plan
22 shall be to ensure that all students demonstrate proficiency on all portions
23 of state-mandated ~~riterion-referenced-assessments~~ Arkansas Comprehensive
24 Assessment Program;

25 (8)(13) "Early intervention" means short-term, intensive,
26 focused, individualized instruction developed from ongoing, daily, systematic
27 diagnosis that occurs while a child is in the initial, kindergarten through
28 grade one (K-1), stages of learning early reading, writing, and mathematical
29 strategies to ensure acquisition of the basic skills and to prevent the child
30 from developing poor problem-solving habits which become difficult to change.
31 The goal is to maintain a student's ability to function proficiently at grade
32 level;

33 (9)(14) "End of Course" means an examination taken at the
34 completion of a course of study to determine whether a student demonstrates
35 attainment of the knowledge and skills necessary to mastery of that subject;

36 (15) "Grade inflation rate" means the statistical gap between

1 actual grades assigned for core classes at the secondary level and student
2 performance on corresponding subjects on nationally normed college entrance
3 exams, such as the American College Test;

4 ~~(10)~~(16) "Grade level" means performing at the proficient or
5 advanced level on state-mandated ~~critierion-refereneed~~ Arkansas Comprehensive
6 Assessment Program tests;

7 ~~(11)~~(17) "High school" means grades nine through twelve (9-12);

8 (18) "Longitudinal tracking" means tracking individual student
9 yearly academic achievement gains based on scheduled and annual assessments;

10 ~~(12)~~(19) "Middle level" means grades five through eight (5-8);

11 (20) "No Child Left Behind Act" means the No Child Left Behind
12 Act of 2001 signed into federal law on January 8, 2002;

13 (21)(A) "Parent" means a parent, parents, legal guardian, a
14 person standing in loco parentis, or legal representative, as appropriate, of
15 a student; or

16 (B) The student if the student is eighteen (18) years of
17 age or older;

18 ~~(13)~~(22) "Point-in-time intervention and remediation" means
19 intervention and remediation applied during the academic year upon the
20 discovery that a student is not performing at grade level;

21 ~~(14)~~(23) "Primary" means kindergarten through grade four (K-4);

22 ~~(15)~~(24) "Public school" means those schools or school districts
23 created pursuant to title 6 of the Arkansas Code and subject to the Arkansas
24 Comprehensive Testing, Assessment, and Accountability Program except
25 specifically excluding those schools or educational programs created by or
26 receiving authority to exist pursuant to § 6-15-501, § 9-28-205, §§ 12-29-301
27 et seq., or other provisions of Arkansas law;

28 ~~(16)~~(25) "Public school in school improvement" or "school
29 district in school in need of immediate improvement" means any public school
30 or public school district identified as failing to meet certain established
31 levels of academic achievement on the state-mandated criterion-referenced and
32 norm referenced tests as required by the State Board of Education in the
33 program;

34 ~~(17)~~(26) "Reconstitution" means a reorganization intervention in
35 the administrative unit or governing body of a public school district,
36 including, but not limited to, the suspension, reassignment, replacement, or

1 removal of a current superintendent or the suspension, removal, or
2 replacement of some or all of the current school board members, or both;

3 ~~(18)(A)(1)~~(27)(A)(i) "Remediation" means a process of using
4 diagnostic instruments to provide corrective, specialized, supplemental
5 instruction to help a student in grades two through four (2-4) overcome
6 academic deficiencies.

7 (ii) For students in grades five through twelve (5-
8 12), remediation shall be a detailed, sequential set of instructional
9 strategies implemented to remedy any academic deficiencies indicated by
10 below-basic or basic performance on the state-mandated criterion-referenced
11 assessments.

12 (B) Remediation shall not interfere with or inhibit
13 student mastery of current grade level academic learning expectations;

14 ~~(19)(28)~~ "School district in academic distress" means any public
15 school district failing to meet the minimum level of academic achievement on
16 the state-mandated criterion-referenced examinations as required by the State
17 Board of Education in the program;

18 (29) "School improvement plan" means the individual school's
19 comprehensive plan based on priorities indicated by assessment and other
20 pertinent data and designed to ensure that all students demonstrate
21 proficiency on all portions of state-mandated Arkansas Comprehensive
22 Assessment Program exams;

23 ~~(20)(30)~~ "Social promotion" means the passage or promotion from one
24 grade to the next of a student who has not demonstrated knowledge or skills
25 required for grade-level academic proficiency;

26 ~~(21)(31)~~ "State board" means the State Board of Education; and

27 ~~(22)(32)~~ "Uniform school readiness screening" means uniform,
28 objective evaluation procedures which are geared to either kindergarten or
29 first grade, as appropriate, and developed by the state board and
30 specifically formulated for children entering public school for the first
31 time; and

32 (33) Value-added computations of student gains are statistical
33 analyses of the educational impact of the school's instructional delivery
34 system on individual student learning, using a comparison of previous and
35 post student achievement gains against a national cohort.

36

Arkansas' Interventions by Status Level

		<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
Arkansas Standards and Indicators for School Improvement	SCHOOL INTERVENTIONS (Interventions from previous categories or labels can be assessed and continued if progress is being made.)					
Academic Performance	Ensure that each student experiences a rigorous curriculum aligned to the Arkansas Curriculum Framework	X	X			
	<i>*Analyze test data and secondary indicators to determine school improvement plans</i>	X	X			
	Identify content, subpopulations and secondary indicators to be continually monitored for growth; using a math and literacy "Assessment Wall" to track grade level, classroom and student growth	X	X			
	Implement targeted research-based practices that address the specific needs of the subpopulation identified for math and literacy	X				
	Implement targeted research-based practices that address the specific needs of all students identified as below proficient		X			
	Assess student learning frequently with standards-based assessments		X			
	Provide additional time on task by implementing quality after school, before school, and/or summer school for the purpose of alternative instruction, small group intervention, one-to-one intervention or acceleration for schools		X – Year 3			
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	

* Interventions in italics indicate efforts currently being done by or with most or all schools.

Arkansas' Interventions by Status Level

		<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
Learning Environment	<i>*Provide state-approved SES or offer PSC to all students</i>	X – Year 1	X – Year 1			
	<i>*Provide state-approved SES and offer PSC to all students at the school</i>	X- Year 2 & 3	X- Year 2 & 3	X	X	X
	Require schools to post math and/or literacy AIP or IRI on-line	X	X			
	Participate in professional development on how to analyze and effectively use data	X	X			
	Implement a quality instructional coaching model with trained educators for math and/or literacy	X – Year 3	X – Year 3			
	<i>*Require teachers to make individual professional development plans based on student data and classroom observations</i>	X	X			
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
	Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	
Efficiency	Require documentation of daily “classroom walk through” observations by the building administrator to monitor classroom instruction	X	X			
	Report school improvement plan progress to the superintendent quarterly, who in turn will report the progress to the school board	X	X			
	<i>*Notify parents that the school is identified in school improvement</i>	X	X	X	X	X
	Review policies, procedures and practices that may present barriers to all students’ achievement	X	X			
	Conduct an audit of time resource allocation for the principal and increase the amount of time for instructional leadership		X			
	Provide assistance in development and implementation of a school leadership team that		X			

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Arkansas' Interventions by Status Level

	<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data and making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.					
Develop a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014		X			
<i>*Schedule and participate in a scholastic audit</i>			X	X	
Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X	X	
Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>			X	X	

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Arkansas' Interventions by Status Level

		<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
Arkansas Standards and Indicators for School Improvement	STATE and/or REGIONAL INTERVENTION ASSISTANCE (ADE staff and/or experts around the state (State Specialty Teams) shall provide on-site technical assistance and assist schools in enhancing the quality and effectiveness of the school improvement system.)					
Academic Performance	Provide information and direction on best practices as noted in Scientific Based Reading Research (SBRR) and clearinghouses	X	X			
	Implement a Response-to Intervention Plan (Arkansas' Closing the Gap Model) that address curriculum, instruction, assessments and appropriate student interventions			X	X	
	Implement an ongoing, systematic and coherent assessment system			X	X	
	Implement with high-fidelity, proven academic programs that will enable all students to meet academic objectives			X	X	
	Analyze a complete data set that examines both early childhood services and higher education entry and retention				X	
	<i>Assess progress and continue implementation of best instructional strategies listed in Targeted Improvement</i>			X		
	<i>Assess progress and continue implementation of best instructional strategies listed in Whole School Improvement</i>				X	
Learning Environment	Provide opportunities for leadership training to school leadership teams	X	X			
	Provide professional development on how to analyze and effectively use data to build school capacity and improve student performance	X	X			
	Provide professional development for all faculty members focusing on high expectations for all		<i>X – Year 3</i>	X	X	

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Arkansas' Interventions by Status Level

	<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
students					
Provide leadership training and facilitate the leadership team process for all faculty members		X – Year 3	X	X	
Provide training based on the scholastic audit results for all faculty members			X	X	
Assist with the design of a comprehensive instructional coaching plan that addresses classroom needs in deficit areas of math and/or literacy			X	X	
<i>Assess progress and continue implementation of best instructional strategies listed in Targeted Improvement</i>			X		
<i>Assess progress and continue implementation of best instructional strategies listed in Whole School Improvement</i>				X	
Efficiency					
Provide assistance in development and implementation of a school leadership team that focuses on the targeted subpopulation(s) missing the AMO. The leadership team would be responsible for reviewing progress monitoring data, making adjustments in student interventions monthly and overseeing the implementation of the school improvement plan.	X	X			
Assist in developing a school improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014	X	X			
Provide assistance in analyzing the “classroom walk through” data			X		
Assist with the reallocation of available funding, to include state and federal funds, to implement the school improvement plan			X		
Assist in the development of a three-year school			X	X	

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Arkansas' Interventions by Status Level

	<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
improvement plan that follows the school improvement process and clearly outlines the necessary interventions and actions to move all students to proficiency by 2013-2014					
<i>*Implement a state-approved school turn-around model/plan.</i>				X	
Assist with the analysis of the "classroom walk through" data and design of effective intervention strategies				X	
Assist with establishing a progress monitoring plan developed to track quarterly achievement with a monthly meeting of the schools' leadership team to plan and review progress in meeting goals				X	
Assistance with analyzing the needs of the school and reallocating funds, resources, time, personnel, materials, and etc) to meet improvement plans and a comprehensive turn around model of school reform				X	
Assess progress and continue implementation of best instructional strategies listed in <i>Targeted Improvement</i>			X		
Assess progress and continue implementation of best instructional strategies listed in <i>Whole School Improvement</i>				X	

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Arkansas' Interventions by Status Level

OPTIONAL INTERVENTIONS (In addition to the required interventions, the LEA shall select at least one additional intervention (during the appropriate year and category) based on multi-year progress and data based identified needs in a manner consistent with Arkansas law.)	<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
Schedule and participate in a scholastic audit	X – Year 3	X – Year 3			
Provide preschool opportunities within the district and/or campus	X – Year 3	X – Year 3			
Hire a parent & community specialist to assist in community and parental support	X – Year 3	X – Year 3			
Extend learning time for students on topics and skills that lack sufficient progress in math and/or literacy	X – Year 3	X – Year 3			
Reallocate funds for additional professional development in math and/or literacy	X – Year 3	X – Year 3			
Accelerate community collaborations by bringing parents, students, educators, non-profit entities, foundations, and business interest together to focus on systemic improvements		X – Year 3			
Subcontract with recognized educators, such as National Board Certified Teachers, Milken Winners and/or Arkansas State Teacher of the Year Finalists to assist in data analysis, observations, and mentoring		X – Year 3			
<i>*Extend the school year or school day for the school</i>			X	X	
<i>*Restructure the internal organization of the school</i>			X	X	
Create a school within a school to address the needs of the targeted subpopulation (must be approved by the ADE)			X		
<i>*Reopen the school as a public charter school or multiple charters</i>			X	X	
<i>*Replace all or most of the school staff, including the building administrator</i>			X	X	
<i>*Enter into a contract to have an outside entity operate the school (must be approved by the ADE)</i>			X	X	
<i>*Any other major restructuring of the school's governance arrangement (approved by the ADE)</i>			X	X	
The LEA shall replace the principal of the school in improvement if that principal has been at the school during the entire time of increasing school improvement status OR hire a school improvement specialist (as approved by ADE) who shall				X	

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Arkansas' Interventions by Status Level

OPTIONAL INTERVENTIONS (In addition to the required interventions, the LEA shall select at least one additional intervention (during the appropriate year and category) based on multi-year progress and data based identified needs in a manner consistent with Arkansas law.)	<i>TI Year 1</i> <i>TI Year 2</i> <i>TI Year 3</i>	<i>WSI Year 1</i> <i>WSI Year 2</i> <i>WSI Year 3</i>	<i>TII Year 4</i> <i>TII Year 5</i>	<i>WSII Year 4</i> <i>WSII Year 5</i>	<i>State Directed</i>
oversee the work of the principal on a full or part-time basis at the schools expense.					
The ADE may, at anytime during this phase, determine how federal and state school improvement funds will be designated. The ADE may defer programmatic funds or reduce administrative funds, if necessary.				X	
<i>*Arrange for the ADE to take over operation of the school</i>				X	

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Arkansas' Interventions by Status Level

STATE DIRECTED The ADE shall, in a manner consistent with Arkansas law:		<i>TI Year 1</i>	<i>WSI Year 1</i>	<i>TII Year 4</i>	<i>WSII Year 4</i>	<i>State Directed</i>
		<i>TI Year 2</i>	<i>WSI Year 2</i>	<i>TII Year 5</i>	<i>WSII Year 5</i>	
		<i>TI Year 3</i>	<i>WSI Year 3</i>			
STATE DIRECTED Academic Performance, Learning Environment and Efficiency Standards are infused into the instructional plan.	Direct a school team to participate in a leadership institute during the summer					X
	Determine how federal and state school improvement funds will be used. The ADE may defer programmatic funds or reduce administrative funds, if necessary.					X
	Replace school staff relevant to the failure of students meeting their AMO's, if necessary					X
	Reallocate resources and provide professional development to fulfill the school's mandated plan using school district funds, if necessary					X
	Determine the future of the schools status (charter, consolidation, closure, etc)					X
	At the discretion of the Commissioner of Education, the state may assign School Improvement (SI) Director who shall report to the Commissioner of Education (or designee) to oversee the administration of the school(s) learning environment. The SI Director shall be paid out of school district funds and will share progress reports to the district Superintendent and School Board. The SI Director shall direct the: <ul style="list-style-type: none"> • Implementation of any actions under <i>Targeted</i> and/or <i>Whole School Intensive Improvement</i> as deemed necessary. • Development of partnerships (internally and externally) to assist the school with any <i>State Directed</i> actions. • Implementation of a teaching design that encompasses most effective practices defined in research. • Development of comprehensive data sets with training on root cause analysis within areas such as demographics, student 					X

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Arkansas' Interventions by Status Level

STATE DIRECTED		<i>TI Year 1</i>	<i>WSI Year 1</i>	<i>TII Year 4</i>	<i>WSII Year 4</i>	<i>State Directed</i>
The ADE shall, in a manner consistent with Arkansas law:		<i>TI Year 2</i>	<i>WSI Year 2</i>	<i>TII Year 5</i>	<i>WSII Year 5</i>	
		<i>TI Year 3</i>	<i>WSI Year 3</i>			
	achievement, perception, and school processes across feeder patterns. <ul style="list-style-type: none"> • Implementation of professional development for personnel, as needed. • Implementation of an ADE-approved personnel evaluation system. • Presentation of a quarterly progress report to the Commissioner of Education (or designee). • Development of a short-term (45-60 day) action plan to achieve school improvement results. • Implementation of a scholastic audit as needed to monitor progress. 					
	Assess progress and continue implementation of best instructional strategies listed in <i>Targeted and/or Whole School Improvement and Targeted and/or Whole School Intensive Improvement</i>					X

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

HR 1013

4
5 By: Representative Rainey
6
7

8 **HOUSE RESOLUTION**

9 RESOLUTION TO SUPPORT THE ARKANSAS WHOLE CHILD
10 INITIATIVE.

11
12 **Subtitle**

13 RESOLUTION TO SUPPORT THE ARKANSAS WHOLE
14 CHILD INITIATIVE.
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18 WHEREAS, the children of Arkansas are our future who will provide the
19 leadership, creativity, and productivity to strengthen and sustain the
20 quality of life in our communities; and
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22 WHEREAS, Arkansas must ensure that our children have the community
23 support and educational opportunities to succeed in our universities,
24 workplaces, and neighborhoods; and
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26 WHEREAS, each child in Arkansas has the right to enter school healthy
27 and ready to learn; and
28

29 WHEREAS, each child in Arkansas has the right to learn in a safe
30 environment; and
31

32 WHEREAS, each child in Arkansas has a right to be actively engaged in
33 learning and in the community; and
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35 WHEREAS, each child in Arkansas has a right of access to and support
36 from adults who can serve as mentors and advisors; and



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WHEREAS, each child in Arkansas has the right to learn 21st century skills , including art, music, and foreign languages , in an intellectually challenging environment; and

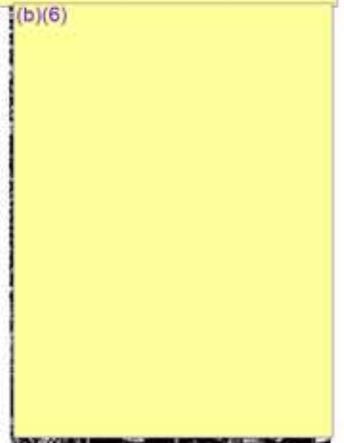
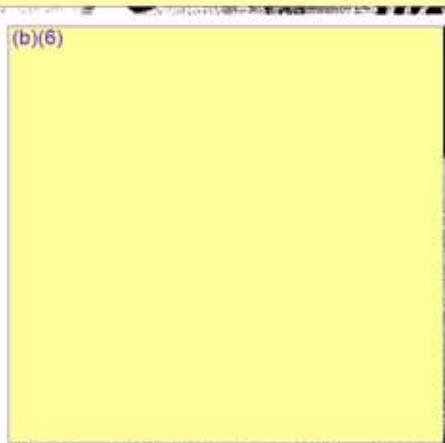
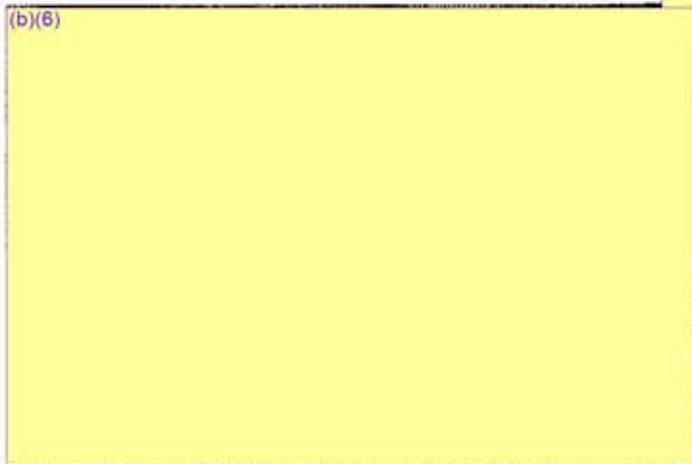
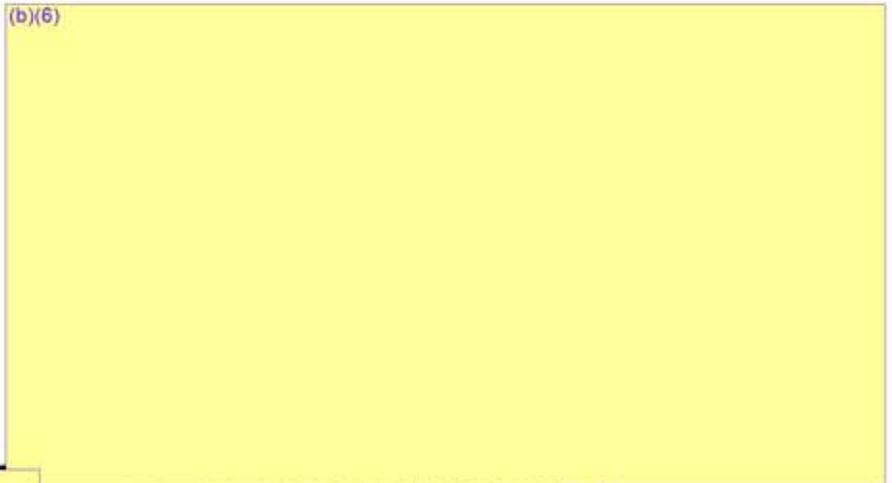
WHEREAS, we the people of Arkansas want to do better for our children,

NOW THEREFORE,
BE IT RESOLVED BY THE HOUSE OF REPRESENTATIVES OF THE EIGHTY-SEVENTH GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

That Arkansas resolves to support the Arkansas Whole Child Initiative to ensure that all of our children are safe, healthy, engaged, supported, and academically challenged.

BE IT FURTHER RESOLVED that upon adoption of this resolution, an appropriate copy shall be provided to the Commissioner of Education by the Chief Clerk of the House of Representatives.

Enriching Arkansas Children's Lives Through High-Quality Out-Of-School Activities



Final Report of the Governor's Task Force
on Best Practices for After-School and Summer Programs
August 2008

Arkansas Governor's Task Force on Best Practices for After-School and Summer Programs

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Enriching Arkansas Children's Lives Through High-Quality Out-Of-School Activities

Final Report of the Governor's Task Force
on Best Practices for After-School and Summer Programs

Table of Contents

Recommendation Summary	Page 1
Introduction	Page 4
Background	Page 5

Task Force Recommendations

Promote Quality Programs.....	Page 7
Improve Standards and Program Evaluation.....	Page 8
Expand Strategic Partnerships	Page 9
Link Programs to Workforce and Economic Development.....	Page 10
Test Best Practices and Lay Groundwork for Expansion.....	Page 11
Strengthen and Develop a Statewide Structure	Page 12
Aid Program Sustainability	Page 13
Conclusion.....	Page 15
Sources.....	Page 16

Appendix

Resources on Quality Standards for After-School and Summer Programs	Page 18
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Enriching Arkansas Children's Lives Through High-Quality Out-Of-School Activities: Recommendation Summary

The Task Force recommends that Arkansas take the following actions to support expanded access to quality after-school and summer programs across the state.

Promote quality by:

- Using the framework for quality standards and all of its elements in program expansion, evaluation, and training for after-school and summer programs.
- Expanding the capacity of state agencies to promote quality standards based on the quality framework and to administer programs.
- Determining a suggested number of hours and days per week of participation by after-school and summer program participants needed to produce positive outcomes for children and youth based on research-based best practices.

Improve standards and program evaluation by:

- Promoting quality in after-school and summer programs by adapting minimum licensing requirements for school-age care programs to meet the diversity of after-school and summer programs in the state. These requirements provide the foundation for Arkansas to build higher-quality standards based on national standards.
- Asking all after-school and summer programs to evaluate the effectiveness of their programs with a common standard of measurement, regardless of the funding source.
- Requiring state agencies responsible for out-

of-school time programs to collect common information and report progress on common outcomes for programs.

Expand strategic partnerships by:

- Helping schools and communities find creative ways to connect programs, schools, and communities beyond normal school hours by leveraging existing state and community resources, strengthening public-private partnerships, and formalizing school-community partnerships to build on school-day learning.
- Maximizing the use of existing resources, especially school campuses and other community buildings, to address the need for after-school and summer program facilities.
- Encouraging formal links between schools, other educational institutions and out-of-school time providers. In particular, after-school and summer programs should make explicit program links to the Arkansas Curriculum Frameworks.

Link after-school and summer programs of all types to workforce and economic development by:

- Encouraging program-business partnerships in communities to provide students with internship and apprenticeship opportunities.
- Linking regional liaisons to local workforce development efforts to ensure that business and workforce training interests are represented on both a state and local level.

Framework for Quality Standards

The Task Force identified the following key elements for after-school and summer programs that must be addressed in any effort to improve quality. This framework is intended to be flexible enough to apply to a wide variety of program types but concrete enough to offer some elements that, while adaptable, must be addressed in any program, regardless of the ages served, program type, or overall goal. These quality standards include the following:

Safe and Appropriate Program Environments and Facilities: The most basic responsibility of after-school and summer programs is to ensure that policies and procedures are in place to address the safety, health, and appropriate learning environment of participants.

Ongoing Staff Training and Development: Research shows that the quality of the relationship between the program participant and the staff is the best indicator of successful outcomes. Training content must include a thorough knowledge of child and youth development and an understanding of diverse cultural issues; development of skills needed to implement recreational and educational enrichment activities, art; and appropriately serving children and youth with special needs. These professional development opportunities can be provided through public schools, community colleges and four-year colleges and universities, and through the effective use of current training opportunities made available by nonprofit youth development and educational enrichment providers.

Program Monitoring and Evaluation: The consensus of the Task Force is that all programs must be evaluated for the purpose of enhancing public accountability. Such evaluation should include both process measures and specific program outcome measures. Improved academic performance includes school attendance, decreased disciplinary problems, homework completion, interest and task completion as well as standard measures of academic achievement.¹⁶ Other measures should take into account the participants' level of engagement, access to a variety of enrichment activities, satisfaction with program offerings, as well as the quality of their interactions with both staff and peers.

Positive Youth Development: Programs should be tailored to developmental stages, special needs, and physical and cognitive abilities of participants. High-quality programs must

promote positive outcomes by providing a variety of opportunities that allow children and youth a voice and a choice of activities that capitalize on their varied interests and abilities.

Parent Involvement: Children are more likely to succeed in school when their parents are fully engaged in their learning. Programs should consider parents and primary caregivers as partners in program development, design, implementation, and evaluation.

Community Collaboration: In order to provide meaningful after-school enrichment programs, a strong spirit of community engagement and collaboration must exist. The state should actively encourage public institutions, schools, private agencies, businesses, faith-based and other community-based organizations, parents, and local community stakeholders to work together to plan sustainable out-of-school programs that meet the needs of local children and youth. School-community partnerships, the involvement of the business community, and utilizing the unique skills and resources in local communities are essential for quality programming and sustainability. By creating a community learning environment that includes such things as service-based learning and mentoring, program participants can match what is being learned in school with real-life applications. Community engagement is crucial if programs are to sustain these enriching experiences and thrive, especially in rural areas of Arkansas. High-quality after-school and summer programs bring together public, private and nonprofit stakeholders to collaborate, leverage resources, evaluate and monitor programs.

Attendance and Participation: Participation in after-school and summer program activities has multiple positive impacts on children and youth. Numerous studies have examined the important relationship between overall participation and outcomes, a key question remains unanswered: How much participation, in what kinds of programs, and for which participants is necessary to improve outcomes for children and youth?¹⁷ This issue of "dosage" is currently being evaluated by researchers and should be seriously considered in issues related to quality and ensuring positive outcomes for program participants in Arkansas. The potential positive outcomes from after-school and summer programs are closely tied to consistent and enduring program participation.

Sustainability Plan: Resource management is a vital part of ensuring program sustainability. An action-oriented sustainability plan must include several key components: effective leadership, continuous program evaluation, multiple funding sources, and vested stakeholders.

Test best practices approaches and lay the groundwork for program expansion by:

- Developing pilot after-school and summer programs to implement the recommendations and next steps of this report (e.g. standards, enhance school-community linkages,

take maximum advantage of new regional liaisons who provide technical assistance that enhances the coordination and sustainability of program resources, etc). Pilots need not be new programs; they may also provide an opportunity to augment existing efforts and/or showcase and document progress of existing efforts.

Strengthen and develop a statewide structure by:

- Creating a statewide system of regional liaisons to support and build the capacity of a full range of after-school and summer programs. Capacity-building activities would include, but not be limited to, program development and quality enhancement, financial and sustainability planning, outcomes and evaluations, effective planning and program implementation.
- Building a system to disseminate information on:
 - a. best practices and outcome measures;
 - b. linking programs to schools and each other; and
 - c. increasing community capacity to provide needs assessment, training, service delivery, evaluation, and technical assistance to support organizations that provide out-of-school services.

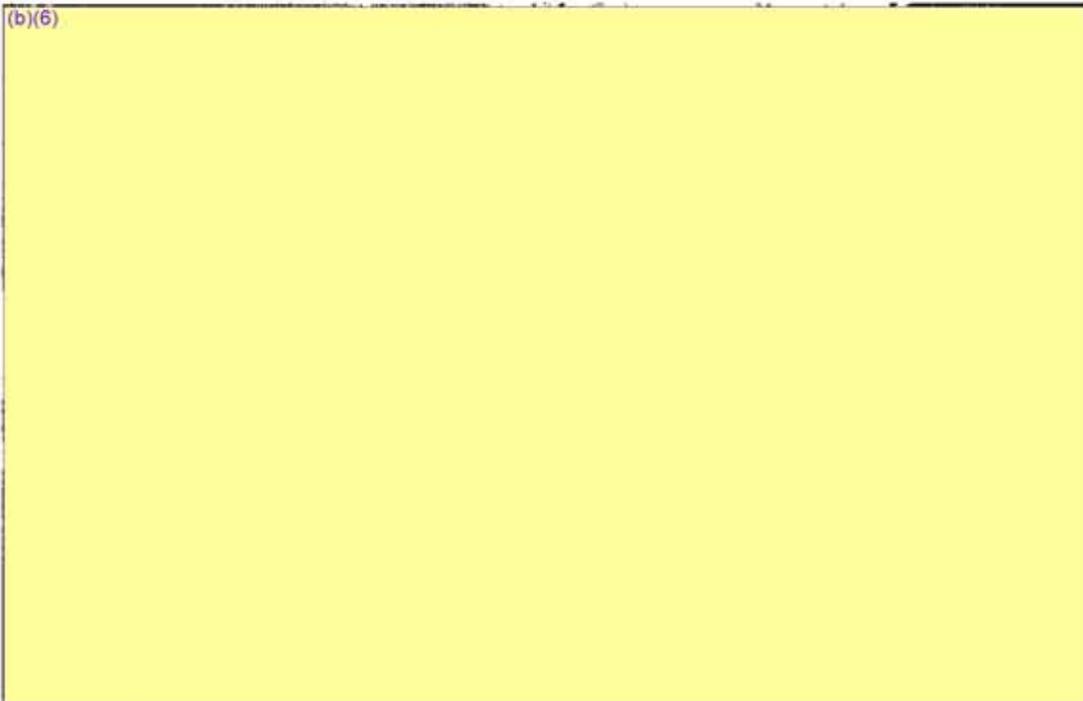
Aid program sustainability by:

- Requiring state agencies and encourage state

and local private partners to report expenditures annually on after-school and summer programs to inform state-level financing plans.

- Developing a database of resources for after-school and summer program administrators. Items may include grant opportunities, program evaluations, needs assessment resources, and other technical assistance tools and resources.
- Developing a comprehensive inventory of program supply statewide to inform families of local program opportunities and highlight high-need areas. This inventory could be housed in the aforementioned database to create a single resource for both providers and parents.
- Conducting a statewide public education campaign to educate communities and families about the benefits of after-school and summer programs and where such programs are available.
- Creating an annual statewide after-school "event" to highlight the benefits of programs and unify programs of all types across the state.

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Enriching Arkansas Children's Lives Through High-Quality Out-Of-School Activities

Introduction

Parents in Arkansas have struggled for generations to provide a safe place with adult supervision and positive activities for their children and youth when school is out. In 1950, only 56 percent of families fit the "traditional" family structure of one parent at home, caring for children and youth full-time, while the other parent provided financial support.¹ Today less than one-fourth of American families fit this profile. While women are still the primary caregivers, either as single mothers or part of a two-parent family, they are entering the workforce in greater numbers than ever. Schools are confronted with increasing demands for specific measures of academic performance and test scores, leaving less time for enrichment activities that occur in their communities and that are important for the development of the "whole child."

Only 20 percent of school-age children and youth's waking hours are spent in school.² Of this remaining time, 40 percent of the out-of-school time is discretionary and much of it may be spent alone.³ After school, on the weekend, and during the summer are times when children and youth are most likely to be without an adult to guide them in making decisions, and they often do not have the structured and enriching activities that teach them new skills, engage them in positive peer relationships, help them learn healthy behavior, have fun, or keep them safe. A recent study conducted in Arkansas

found that almost half of students are unsupervised after school on a regular basis.⁴ Regardless of gender, race, or grade level, a large proportion of students are unsupervised after school, and this is more likely to be the case with older students.

This unsupervised time also increases the opportunities for youth to engage in unhealthy and risk-taking behaviors that can have long-term implications in their lives.

On school days the hours from 3 p.m. to 6 p.m. are the peak hours for teen crime, for children and youth to become victims of crime, for teen sex, for kids

to experiment with tobacco, alcohol or other drugs,⁵ and for 16- and 17-year-olds to be in or cause a car crash.⁶

After-School and Summer Programs Improve Outcomes for Children and Youth.

After-school and summer enrichment activities expose children and youth to real life applications of classroom lessons, or to the arts, music, and other activities that inspire new ways of learning and enhances academic outcomes. Participation in after-school and summer program activities is predictive of academic success as measured

through test scores, absenteeism, school dropout rates, homework completion, school grades, and course enrollment.⁷ These realities are emerging as our nation's children and youth are competing with peers from across the globe for the best jobs and the promising futures that America has always held out to them.

Goal

The goal of the Governor's Task Force on Best Practices for After-School and Summer Programs is to develop policy recommendations that support programs in a wide range of settings, including, but not limited to school districts and community and faith-based organizations, by providing opportunities for children and youth to engage in quality after-school and summer programs across the state.

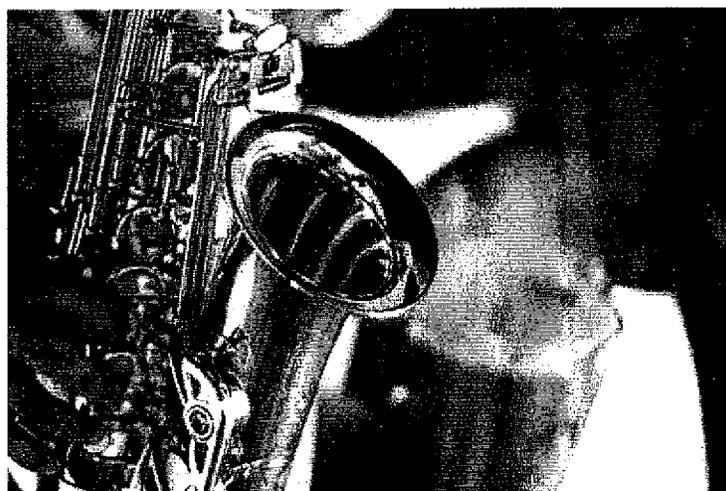
After-school and summer programs can also provide time outside school for physical activity and promote healthy behaviors. Thirty-eight percent of Arkansas youth are overweight or at risk of becoming overweight.⁸ With priorities on education requirements, schools alone cannot address the many health needs of students. Unhealthy or sick children cannot learn well. After-school and summer programs can help schools address student health and play a role in Arkansas's efforts to combat obesity.

After-School and Summer Programs Help Working Families and Their Communities.

Changing trends and new realities impact Arkansas students, their families and their communities. More than 680,000 children and youth live in Arkansas. Sixty-five percent of those children and youth live in a household with all caregivers in the workforce. The percent of children and youth in households with all caregivers employed varies by county from a high of 74 percent in Clark County to a low of 54 percent in Monroe County.⁹ When children and youth have structured, supervised opportunities after school and in the summer, working parents do not spend valuable work hours worrying about where their child will go during the summer or whether they are getting into trouble after school. Peace of mind improves work productivity and prevents the loss of time spent calling or checking on children who may be home alone.

After-School and Summer Programs Support Workforce and Economic Development. Businesses gain when after-school and summer programs are available in their communities. In addition to the more obvious benefits of more productive and satisfied parents in their existing workforce, after-school and summer programs help businesses by:

- Improving education of future workers;
- Reinforcing school-day learning, applying concepts that develop skills critical for the future workforce (e.g., use of technology, apprenticeships with local business partners); and
- Providing an opportunity for businesses to shape learning activities that help students develop needed skills specific to their communities outside the traditional school day.



Background

The growing body of research showing the positive impact that quality after-school and summer programs have on student success has generated widespread interest and growing demand for these programs in Arkansas. In 2005, Arkansas joined 38 other states working with the Charles Stewart Mott Foundation's Network of Statewide Afterschool Networks bringing together educators, businesses, law enforcement, youth, parents, and providers seeking to expand access to quality school-linked after-school and summer programs. The statewide Arkansas Out-of-School Network, a network of after-school and summer program leaders and stakeholders across the state, seeks to strengthen, expand and sustain Arkansas's school-based and school-linked services to children and youth, ages 4-19, during out of school time.¹⁰ In January 2008, Governor Mike Beebe created the Governor's Task Force on Best Practices for After-School and Summer Programs to serve as an investigative and advisory body to produce a report to the Governor containing its recommendations for legislation that might be introduced for consideration by the 87th General Assembly. This report outlines the activities, discussions, and thoughts generated by the task force and describes its findings and recommendations.

The importance of structured and supervised activities after school and during the summer has a long and enduring history in Arkansas and across the country. Extracurricular activities provided at local schools, 4-H programs, Boys and Girls Club programs, YMCA, municipal parks and recreation departments, faith-based camps, and scouting programs have long been a part of life for many children and youth. The recognized need to expand art activities, summer-jobs programs, and service-based learning opportunities, and ongoing discussions about extending the school day are testament to the school, parental, and community efforts to make these quality opportunities available to more children and youth in Arkansas. More than 150,000 Arkansas children and youth participate in these and other enrichment activities sometime every year.¹¹ For example, more than 9,000 Arkansas youth participate in the U.S. Department of Education's 21st Century Community Learning Centers Initiative, the only federal program dedicated to after-school and summer programs.¹² The federal Child Care and Development Fund also serves 7,641 school-age children by providing vouchers to 4,930 families who fall within the income guidelines to access after-school and summer care for their children.¹³ The demand for these programs continues.

In Arkansas, and across the country, growing interest in after-school and summer programs is fueled by concerns for improving educational outcomes, closing the educational achievement gaps between low-income and minority children and their peers, and creating an educated workforce that can meet the unique demands of the coming century. New research efforts sponsored by the Charles Stewart Mott Foundation and many others have added data to support the idea that quality after-school and summer programs are an important part of any community's efforts to keep children safe, support working families, and inspire children and youth to learn.

The Arkansas Supreme Court's *Lake View* decision reminded Arkansas of its responsibility for providing an adequate system of public education and has led

to many improvements in the state's educational system. Despite these positive changes and the investment of significant new resources in the education system in Arkansas, more work can still be done to improve educational outcomes. Governor Beebe stated in his executive order establishing the Task Force that the state also has a moral obligation "to strive to ensure that children of this state have access to a system of education that is not only 'adequate,' but excellent."

In a recent study on closing the achievement gap in Arkansas, researchers from the Clinton School of Public Service and Hendrix College specified that summer learning loss and unproductive time between 3 p.m. and 6 p.m. are key causes of the achievement gap in Arkansas.¹⁴ The future of Arkansas will depend on making sure that all students thrive and obtain the skills they need to become productive citizens.

The Governor's Task Force on Best Practices for After-School and Summer Programs pursued its mission and goals with a clear recognition of the long history of dedicated providers of these programs in Arkansas, the growing body of research that supports the positive impacts of high-quality programs with measurable outcomes, and the critical role that education has in shaping the future economic success of the state.

The Task Force held monthly meetings to hear from after-school and summer program providers, state experts, and the general public about their interests and concerns for after-school and summer programs and it also reviewed the work of other states seeking to define best practices and establish policy recommendations.¹⁵

The Task Force subcommittees met separately and reported monthly to the Task Force on their progress and to review initial drafts of their recommendations. The recommendations presented in this report were adopted by the full Task Force. This report provides a summary of the rationale, guiding principles, and seven major themes that shaped the Task Force's final recommendations. It also includes the specific recommendations made by the full Task Force.

Task Force Recommendations

Arkansas Should Promote Quality Programs

To ensure that positive changes occur and real outcomes are achieved, programs must base their organizational structure, program offerings, staffing requirements and other operational elements on well-established best practices. Some best practices may be determined by the exact focus of the after-school or summer program (e.g., outdoor education versus creative arts). Programs should identify goals and adopt an ongoing process for tracking measurable outcomes for children (e.g., increased school attendance, grade improvements, learning new skills, eating healthier foods, etc).

The Task Force reviewed standards used by other states and municipalities as well as those recommended by credible national organizations. It also reviewed the quality standards proposed by the Arkansas Out-of-School Network. During this review there was a clear mandate to create program standards that focus on the whole child by creating program offerings based on a multi-disciplinary approach.

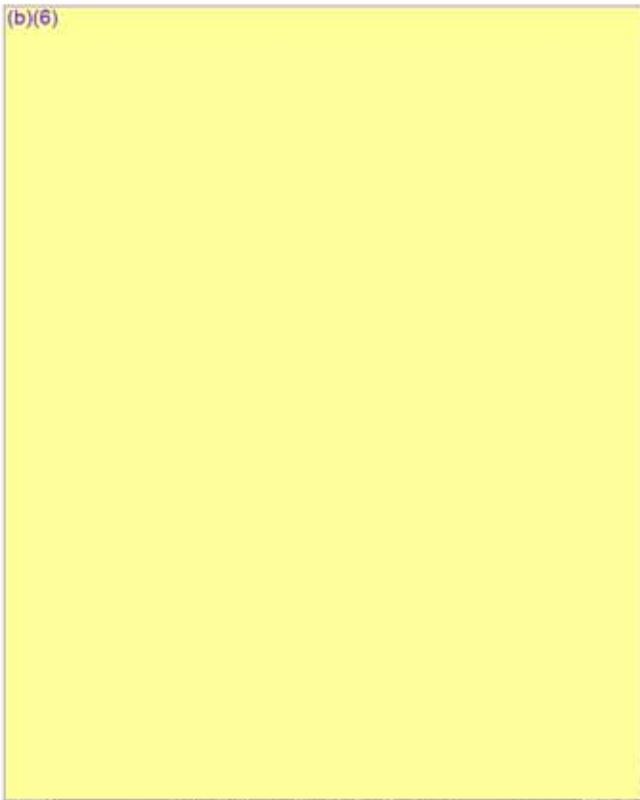
The academic basis for after-school and summer programs is best understood under the rubric of youth development, which provides the ideal framework for assessing students' unique talents and needs. Successful after-school and summer programs incorporate a multi-disciplinary approach to supporting "the whole child" and his or her family and community.

When describing the type of programs needed to provide an enriching and holistic experience, the Task Force suggested the following school-linked

program content be considered:

- Academic enrichment opportunities for English language learners.
- Academic enrichment opportunities for special education students.
- Special attention and focus on science, technology, engineering, and math (STEM) skills essential to workforce development and economic competitiveness.
- Social-emotional and life-skills-building that include drug and violence prevention, youth leadership, and character education.
- Cultural and artistic enrichment activities that include art, theatre, dance, and music education.
- Physical activity, nutrition, and healthy lifestyles that include recreational and sport activities.
- Telecommunications and technology education that includes parental involvement and family literacy.
- Job training, apprenticeships, and other real-life job experiences for high school students.
- Service-learning and other opportunities to volunteer in the community.
- Exposure to college life by providing positive experiences on higher education campuses, particularly for older youth. Many Task Force members hailed the former AEGIS summer program as an example of this type of opportunity, especially for low-income students.
- Expanded opportunities for credit recovery and academic remediation while in high school.

See the appendix for a list of resources on establishing high-quality programs for after-school and summer programs.



appropriate measures of success and to conduct meaningful evaluations. In return, the state should have a coordinated system that holds programs accountable for positive child and youth outcomes.

After extensive discussions, the Task Force concluded that Arkansas needs to connect after-school and summer program standards with existing standards of quality. The most promising approach appears to be adapting existing minimum licensing requirements in Arkansas for licensed school-age care programs to address the unique needs of after-school and summer programs (see recommendation on Page 10). Considerable overlap exists between child care health and safety regulations and other quality standards appropriate for after-school and summer programs. These minimum requirements provide a foundation for building higher quality standards but will need to be revised to address the needs of children and youth in after-school and summer programs, particularly those for older youth. It is also critical that these standards address potential conflicts with standards imposed on programs in academic settings or under the auspices of national organizations with existing quality standards.

The Task Force strongly urges Arkansas to move beyond establishing a system based on minimum standards to the development of higher nationally recognized quality standards for all after-school and summer programs. For this to be effective, incentives such as financial support and technical assistance would be needed; also, widespread public education would be required to encourage programs to strive to meet higher standards and for parents to recognize the benefits of participation in high-quality programs for their children and youth.

Adapting regulations that are flexible enough to apply to all after-school and summer programs, determining which regulations apply to certain programs and settings, and acknowledging barriers that some programs face in meeting such regulations are all challenges that must be addressed.¹⁸

See the appendix for additional information on adapting child care licensing requirements to promote quality after-school and summer programs.

The Governor's Task Force recommends the following next steps:

- Use the framework for quality standards and all of its elements in program expansion, evaluation, and training for after-school and summer programs.
- Expand the capacity of state agencies to promote quality standards (based on the quality framework) and administer programs.
- Determine a suggested number of hours and days per week of participation by after-school and summer program participants needed to produce positive outcomes for children and youth based on research-based best practices.

Arkansas Should Improve Standards and Program Evaluation

The ultimate question that any parent, service provider, program participant, or taxpayer must ask is whether investing in after-school and summer programs will have a positive and lasting impact on the lives of children and youth. Arkansas should ensure that the programs be held accountable for positive outcomes. This requires programs to have

The Governor's Task Force recommends the following next steps:

- Promote quality in after-school and summer programs by adapting minimum licensing requirements for school-age care programs to meet the diversity of after-school and summer programs in the state. These requirements provide the foundation for Arkansas to build higher-quality standards based on national standards.
- All after-school and summer programs evaluate the effectiveness of their programs with a common standard of measurement, regardless of the funding source.
- Require state agencies responsible for out-of-school time programs to collect common information and report progress on common outcomes for programs.

Arkansas Should Expand Strategic Partnerships

Strategic after-school and summer program partnerships, especially school-community partnerships, at the state and local level are a core requirement for success. Based on communication with those engaged in providing out-of-school experiences in the state, the Task Force determined that sustaining programs in local communities will require that they establish appropriate and enduring links with local and regional educational institutions. The most critical of these are the local school districts where the Task Force suggests the creation of formal links with after-school and summer programs. School-linked programs allow opportunities to share facilities, skilled teachers and other specialized resource persons, materials and supplies. Formal links also enable enrichment activities in after-school and summer programs to connect student activities to what students are learning in the classroom and provide a starting point for broader community engagement in after-school and summer programs.

It is also critical for after-school and summer programs to link closely with other educational institutions such as colleges and universities. These partnerships can provide hands-on experiences for

post-secondary students to apply their specialized training in education, art, physical education, science, and other fields of study and to increase opportunities for K-12 students to learn more about higher education and its benefits. Countless creative opportunities exist. These links also provide a potential two-way recruiting mechanism for higher education institutions to pique the interest of high school students and for after-school and summer programs needing to recruit skilled workers who are currently enrolled in higher education institutions.

As mentioned earlier, positive and enduring outcomes for children and youth participating in after-school and summer programs depend on community engagement from a diverse segment of the community. Health care organizations, businesses, law enforcement, parks and recreation, public libraries, artisans, environmental organizations, and many other potential resources exist in local communities that can provide educational and enriching activities or opportunities.

Strategic community partnerships help create community service and project-based activities. They can involve children and youth as volunteers with garden clubs, elderly care, and varied opportunities to use community awareness skills in practical, enjoyable settings beyond the program site. By teaching children and youth to become better citizens, by enhancing leadership skills, and by encouraging civic engagement, these strategic partners contribute to the positive outcomes gained by participants and build a better community.

The Governor's Task Force recommends the following next steps:

- Help schools and communities find creative ways to connect programs, schools, and communities beyond normal school hours by leveraging existing state and community resources, strengthening public-private partnerships, and formalizing school-community partnerships to build on school-day learning.
- Maximize the use of existing resources, especially school campuses and other community buildings,

After-school and Summer Programs and Workforce Development

FAST FACTS:

- In 1950, 80 percent of jobs were classified as “unskilled.” Today, 80 percent of jobs are classified as “skilled,” and employment growth is expected to be fastest for positions that require some type of formal postsecondary education, such as database administrator, physician’s assistant, or computer software engineer.¹⁹
- Only 40 percent of adults in the workforce in 2000 had any postsecondary degree, and fewer than half of all high school graduates who go on to college obtain a degree.²⁰ According to the U.S. Census Bureau, just 18.2 percent of Arkansas adults 25 and older had a bachelor’s degree or higher in 2006. That’s down from 19.7 percent in 2002.
- Only 32 percent of high school graduates are prepared for college coursework, meaning they require no remedial classes.²¹ In Arkansas the 2007 remediation rate for 4-year colleges was 39.5 percent; for 2-year colleges the rate was 76.8 percent.²²
- More than 70 percent of both college professors and employers said that recent high school graduates were unable to write clearly and had only poor or fair grammar and spelling skills.²³
- American businesses currently spend more than \$60 billion each year on training, much of that on remedial reading, writing, and mathematics.²⁴
- Remedial education costs Arkansas colleges and universities an estimated \$53.8 million annually.²⁵
- U. S. employers rate creativity and innovation among the top five skills that will increase in importance over the next five years,²⁶ and believe stimulating that innovation and creativity is among the top ten challenges of American CEOs.²⁷

to address the need for after-school and summer program facilities.

- Encourage formal links between schools, other educational institutions and out-of-school time providers. In particular, after-school and summer programs should make explicit program links to the Arkansas Curriculum Frameworks.

Arkansas Should Link After-school and Summer Programs of all Types to Workforce and Economic Development

After-school and summer programs help businesses and working families. In particular, quality, accessible programs have the potential to:

- Keep the current workforce productive and focused during work hours by knowing their children are safe;
- Extend ways to educate the future workforce in an increasingly competitive and global economy;
- Address community- or region-specific skill deficiencies identified by business partners (e.g., technical training in a specific area, high school

diploma completion, etc.); and

- Help communities recruit new businesses and sustain growth by pointing to expanded opportunities for children and youth.

With strategic program-business partnerships, the opportunities are endless, and such partnerships involve the broader community in expanding quality after-school and summer learning opportunities.

Governor Beebe has vigorously promoted the interdependent link between education and economic development in Arkansas. That connection resonated with Task Force members discussing the impact of after-school and summer programs on working families and, at the same time, task force members saw the need to create more hands-on experiences for participants to connect what they are learning in school with real life experiences. Work-study programs, internships, apprenticeships, job site mentoring, summer employment opportunities, and other skill development for older youth fit into the vision for after-school and summer programs. The link between after-school and summer programs

with Arkansas's workforce training and economic development efforts emerged as a recurring theme.

Research supports the positive impact that access to quality after-school and summer programs has on working families. The gap between parents' work schedules and their children's school schedules amounts to as much as 25 hours per week.²⁸

Polling shows that 87 percent of working mothers say the hours after school are when they are most concerned about their children's safety,²⁹ and that this "after school stress" can lead to distraction that causes lower productivity and high turnover and absenteeism for working parents. Knowing that their children and youth are in safe, structured, and supervised programs, working parents are more focused and productive at work.

The Task Force further realized the potential benefits of linking workforce needs and economic development with after-school and summer programs in order to broaden the appeal of these programs in local communities. There is a pay-off to businesses, communities, schools, working parents and students who participate. A broad range of after-school and summer programs linked to workforce investment builds critical partners from the business and education community, and encourages programs to work closely with local workforce boards and other entities. The link between workforce investment and after-school and summer time creates more job-training, apprenticeships, work-study, or school credits for participants. This approach is particularly important in making after-school and summer opportunities relevant to older youth.

For this approach to be successful, local after-school and summer programs can work with local business and community partners to better understand local workforce needs. In turn, businesses can learn how programs can play a critical role in creating a well-trained workforce. Working in partnership with business has great potential for building community support, generating new program offerings and resources, enriching the lives of children and youth, and supporting economic development efforts in local communities across the state.

The Governor's Task Force recommends the following next steps:

- Encourage program-business partnerships in communities to provide students with internship and apprenticeship opportunities.
- Link regional liaisons to local workforce development efforts to ensure that business and workforce training interests are represented on both a state and local level.

Arkansas Should Test Best Practices Approaches and Lay the Groundwork for Program Expansion

Given the current economic realities facing Arkansas, with competing demands for limited new state revenues, the Task Force took a practical approach to the next step forward. While there are well-researched best practices for quality after-school and summer programs, Arkansas must proceed thoughtfully to implement a statewide expansion. Recognizing the widespread demand for quality programs, Arkansas should develop multiple pilot after-school and summer programs to test best practice implementation and create innovation at the local and state level. Creating a system of regional liaisons to support after-school and summer programs and establishing pilot programs will require state revenues. These pilot sites would be required to develop partnerships, adhere to quality standards, measure what is accomplished, and illustrate what is possible to achieve. Pilot sites are not intended to replace existing programs but to enhance existing school-linked programs or create new partnerships between a variety of current and new service providers. These "best practice models" will test a variety of community-driven approaches to providing high quality after-school and summer programs and inform future statewide implementation efforts.

It is also important for Arkansas to continue its efforts to reach out to local communities to explore ways to build community support and public understanding of how after-school and summer programs enhance the education and economic future of Arkansas.

The Governor's Task Force recommends the following next steps:

- Develop pilot after-school and summer programs to implement the recommendations and next steps of this report (e.g. quality standards, enhance school-community linkages, take maximum advantage of new regional liaisons who provide technical assistance that enhances the coordination and sustainability of program resources, etc). Pilots need not be new programs; they may also provide an opportunity to augment existing efforts and/or showcase and document progress of existing efforts.

Arkansas Should Strengthen and Develop a Statewide Structure

The Arkansas Department of Human Services, the Arkansas Department of Education, and the Arkansas Out-of-School Network have worked closely during recent years to shape the agenda that has led to a statewide approach to expanding after-school and summer programs. However, to take these programs to the next level of implementation will require that Arkansas evaluate what is currently in place and strengthen the coordination, access to resources, and structure needed to improve access to quality after-school and summer programs in Arkansas. The Task Force was very concerned about the state's ability to provide a structure for building the capacity of current and future after-school and summer programs and sustaining high quality programs in local communities. Statewide expansion of high quality after-school and summer programs will create a multitude of administrative duties. These could include identifying additional financial resources, providing technical assistance to programs, and overseeing a single statewide network and multiple local networks that bring together key partners.

A variety of state agencies have the potential to assume responsibility for this structure. These include the Arkansas Department of Human Services, the Arkansas Department of Education,

and the Arkansas Workforce Investment Board. The agency could contract with an appropriate statewide organization to support the structure on a day-to-day basis. The Task Force makes no recommendation for which state agency should assume responsibility for creating and administering this structure.

Arkansas should consider the creation of a system of regional liaisons that:

- Brings communities together to promote after-school and summer programs;
- Provides technical assistance and training activities;
- Helps to identify funding opportunities and community links to promote sustainability; and
- Promotes methods of accountability.

These regional efforts would require education, child care, youth development, and workforce development groups to support and inform the full range of after-school and summer programs in their designated area. The Task Force discussed the possibility of dividing the state into geographic regions established by the Arkansas Workforce Investment Board, given the interest in more explicit links between after-school and summer programs and workforce efforts.

It is also important for these regional liaisons to develop a statewide group and forum to communicate regularly on the common barriers, identified resources, and shared experiences that inform best practices in the local communities where they are working.

Regional liaisons would:

- Facilitate communication across local, diverse networks to build grassroots support for after-school and summer programs over the long term,
- Share information about funding opportunities and how to maximize, braid, and/or leverage federal, state, local and private funding sources,
- Help programs take advantage of national and state trends in after-school and summer programming,
- Educate the public, including community leaders and organizations, about the benefits of

- after-school and summer programs,
- Create partnerships among programs, organizations, and businesses,
- Convene and facilitate meetings of community leaders from the private and public sectors to plan for after-school and summer program development based on the expressed needs of a particular region/community,
- Provide technical assistance to programs on quality standards,
- Offer feedback to state-level stakeholders (e.g., policy makers, program administrators, etc.) on the expressed challenges and opportunities for programs in their regions,
- Develop strategies to recognize and improve after-school and summer programs at the community and regional level (e.g., poetry competitions, public forums where students talk about their experiences),
- Research the need for and supply of after-school and summer programs in their region/communities; and
- Form a statewide council of regional liaisons to mirror diverse representation needed in local communities.

The Task Force suggests that the state allow interested organizations, with established partnerships and track records, to apply for funds to serve as the administrative entity for these regional liaisons through a Request-for-Proposal process. Organizations may include, but would not be limited to: two-year colleges, universities, public schools, public libraries, United Ways, and other nonprofits.

The Governor's Task Force recommends the following next steps:

- Create a statewide system of regional liaisons to support and build the capacity of a full range of after-school and summer programs. Capacity-building activities would include, but not be limited to, program development and quality enhancement, financial and sustainability planning, outcomes and evaluations, effective planning and program implementation.

- Build a system to disseminate information on:
 - a. best practices and outcome measures;
 - b. linking programs to schools and each other; and
 - c. increasing community capacity to provide needs assessment, training, service delivery, evaluation, and technical assistance to support organizations that provide out-of-school services.

Arkansas Should Aid Program Sustainability

All of the discussions about expanding access to high quality after-school and summer programs eventually led to questions of resources and finding revenues to support these programs. The Task Force explored federal and state funds currently being used and those that could potentially be used to support programs. A survey of current providers was conducted to determine the extent to which they are currently making use of those funding sources identified by the Task Force. Many discussions were held with legislative and administrative officials to determine the funding landscape in Arkansas.

Information gathered from the after-school and summer program survey suggests that 80 percent of after-school and summer programs used two or more sources of funds. Federal funds from the 21st Century Community Learning Centers (21CCLC), the national School Lunch Program, and Americorps funds were the most widely used by school-based programs. Other federal funds used to support after-school and summer programs included Child Care Development Block Grants, Workforce Investment Act, Safe and Drug Free Schools, Title I, and Rural Achievement funds. State funding sources used to provide after-school and summer programs included funds from the school funding formula, health and mental health services, substance abuse prevention, and law enforcement support. Perhaps the most flexible, and therefore most promising, source of state funding for after-school and summer programs was the "poverty funding" provided to local school districts based on their population of students

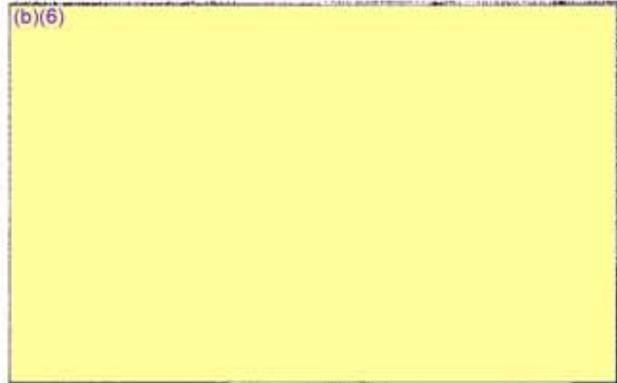
participating in the National School Lunch Program. Only 20 percent of the programs participating in the survey indicated that these funds were being used to support after-school and summer programs. After-school and summer programs also use activity fees, membership fees, private foundations, parent fees and corporate contributions to fund programs in local communities.

In addition to funding sources, transportation issues also need to be considered when addressing sustainability. Transportation to and from programs remains a large barrier to program accessibility, which the Task Force views as a key component to program success and sustainability. Transportation needs are determined by the location of the program within the community, and transportation costs affect the total cost of the program services in urban and rural areas.³⁰ School districts may play a key role in expanding transportation to programs by adding stops for programs located within their bus routes, adding or changing bus schedules to adapt to activities after school, and/or offering additional enrichment activities on campus. The use of school facilities for extended day enrichment programs may be most effective in reducing transportation costs.

The main focus of the task force was providing enough support to existing programs to take better advantage of available funds so they could move toward higher quality standards and develop strategic partnerships at the local level. The recommendations on how to sustain programs with existing resources were based on the following assumptions:

- Available information suggests that a range of federal, state, local, and private funding streams are available, but it is not clear that they are being fully coordinated at the state and local levels.
- Some existing programs may not be taking full advantage of all available resources (e.g., food and nutrition funds, etc.)
- There is a strong need to strengthen public/private partnerships at the local level.
- Arkansas needs more grassroots networks of after-school and summer program supporters and opportunities to gain new supportive partners.

Arkansas needs to increase the capacity of new and existing after-school and summer programs to ensure quality and sustainability. The first step, on both a state and local level, is to maximize resources.



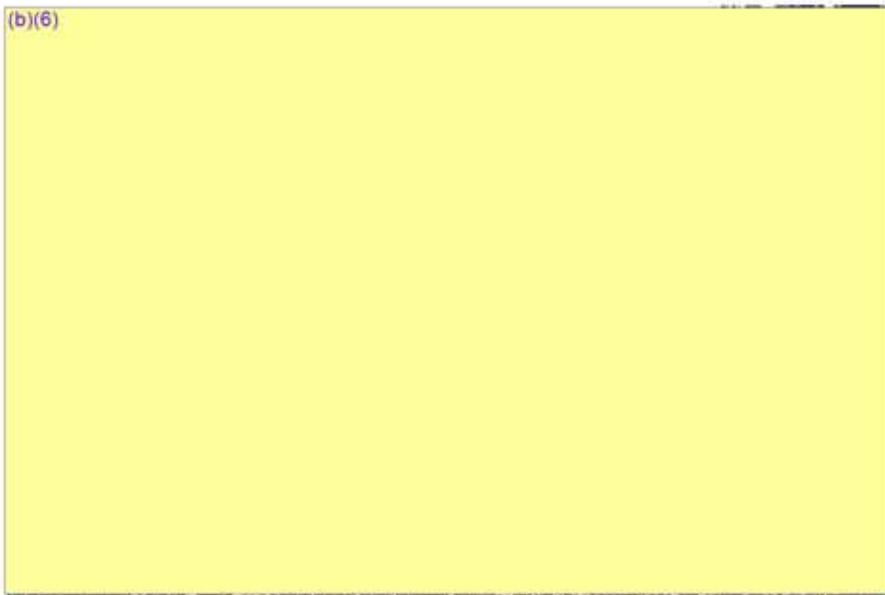
The Governor's Task Force recommends the following next steps:

- Require state agencies and encourage state and local private partners to report expenditures annually on after-school and summer programs to inform state-level financing plans.
- Develop a database of resources for after-school and summer program administrators. Items may include grant opportunities, program evaluations, needs assessment resources, and other technical assistance tools and resources.
- Develop a comprehensive inventory of program supply statewide to inform families of local program opportunities and highlight high-need areas. This inventory could be housed in the aforementioned database to create a single resource for both providers and parents.
- Conduct a statewide public education campaign to educate communities and families about the benefits of after-school and summer programs and where such programs are available.
- Create an annual statewide after-school "event" to highlight the benefits of programs and unify programs of all types across the state.

Conclusion

The Governor's Task Force on Best Practices for After-School and Summer Programs developed the recommendations in this report through a careful and deliberate process that included many voices and diverse opinions. The Task Force members are confident that, if these recommendations are put in place, Arkansas will take a huge step forward in creating young Arkansans with strong academic skills and who are better prepared for their careers and who are healthier and more fully developed as citizens. From arts to apprenticeships to academic enrichment or sports, programs offered to students after school and in the summer months can inspire children and youth to learn in new ways and to engage in their communities. Implementing these proposals will not come easily. Governmental officials, business leaders, nonprofit professionals, school administrators and teachers, and parents will all have to invest considerable energy to make this vision a reality. We are very grateful that we had the opportunity to help make a difference in the lives of Arkansas's youth and are committed to continue our work to realize the promise that these proposals represent.

(b)(6)



Summer vegetable garden, Inner City FutureNet, Little Rock

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Appendix

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America's Choice
A History in Arkansas
Section E2

During the 2008-09 school year, the Arkansas Department of Education met with school districts and educational partners across the state of Arkansas to discuss the Smart Accountability Plan (SAP) and how this system would impact Arkansas schools. One of the changes in the new Smart Accountability Plan is how schools in different levels of school improvement are identified and labeled. Schools that met their Annual Measurable Objective (AMO) for the previous school year are identified as Achieving. Schools could also have another label that is tied to Achieving depending on the past performance. For instance, a school could be labeled as Targeted Improvement – Year II Achieving which means the school was previously a school in Targeted Improvement – Year II but the school met their AMO for the last school year which adds the label of Achieving to the end. The first two years that a school does not meet their AMO they are given the label of Alert I and Alert II. Once schools progress beyond Alert, they are identified as either Targeted or Whole School depending on the percentage of subgroups that are not meeting their AMO. If the general population is not meeting the AMO, then the school is automatically identified as Whole School. Otherwise, schools are labeled as Whole School when more than 25 percent of the eligible subgroups in the school do not meet their AMO. If 25 percent or less of the eligible subgroups fail to meet their AMO the school is identified as Targeted. Schools remain in the Targeted Improvement or Whole School Improvement categories for up to three years before moving to the next level of school improvement. Schools that have not met their AMO for a period of six consecutive years become classified as either Targeted Intensive Improvement or Whole School Intensive Improvement based on the same criteria described above. Schools can remain in either Targeted Intensive Improvement or Whole School Intensive Improvement for a total of two years before moving to the category of State Directed. As schools move through this continuum, there are increasing levels of expectations and requirements that are meant to help guide these schools toward improved student achievement. The table below lists all of the schools that have been identified as State Directed based on all test results up to and including the assessments given in the spring of 2009.

Table E2

SW – Schoolwide Title I TA – Targeted Assistance Title I

Title / Status	School District	School	Status
SW	WEST MEMPHIS SCHOOL DISTRICT	WONDER ELEMENTARY SCHOOL	State-Directed Achieving Year 6
TA	ALMA SCHOOL DISTRICT	ALMA MIDDLE SCHOOL	State-Directed Year 6
	ARKADELPHIA SCHOOL DISTRICT	ARKADELPHIA HIGH SCHOOL	State-Directed Year 6
SW	FORDYCE SCHOOL DISTRICT	FORDYCE MIDDLE SCHOOL	State-Directed Year 6
	FORREST CITY SCHOOL DISTRICT	FORREST CITY HIGH SCHOOL	State-Directed Year 6
SW	FORT SMITH SCHOOL DISTRICT	TRUSTY ELEMENTARY SCHOOL	State-Directed Year 6

	FORT SMITH SCHOOL DISTRICT	NORTHSIDE HIGH SCHOOL	State-Directed Year 6
TA	GOSNELL SCHOOL DISTRICT	GOSNELL ELEMENTARY SCHOOL	State-Directed Year 6
SW	HAMPTON SCHOOL DISTRICT	HAMPTON HIGH SCHOOL	State-Directed Year 6
SW	HELENA/ W.HELENA SCHOOL DIST.	CENTRAL HIGH SCHOOL	State-Directed Year 6
SW	HERMITAGE SCHOOL DISTRICT	HERMITAGE HIGH SCHOOL	State-Directed Year 6
	HOPE SCHOOL DISTRICT	HOPE HIGH SCHOOL	State-Directed Year 6
SW	HOT SPRINGS SCHOOL DISTRICT	HOT SPRINGS MIDDLE SCHOOL	State-Directed Year 6
SW	LEE COUNTY SCHOOL DISTRICT	ANNA STRONG MIDDLE SCHOOL	State-Directed Year 6
SW	LEE COUNTY SCHOOL DISTRICT	LEE HIGH SCHOOL	State-Directed Year 6
	LITTLE ROCK SCHOOL DISTRICT	HALL HIGH SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	DUNBAR MAGNET MIDDLE SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	FOREST HEIGHTS MIDDLE SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	HENDERSON MIDDLE SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	MABELVALE MIDDLE SCHOOL	State-Directed Year 6
	LITTLE ROCK SCHOOL DISTRICT	J.A. FAIR HIGH SCHOOL	State-Directed Year 6
	LITTLE ROCK SCHOOL DISTRICT	MCCLELLAN MAGNET HIGH SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	WATSON INTERMEDIATE SCHOOL	State-Directed Year 6
SW	LITTLE ROCK SCHOOL DISTRICT	CHICOT PRIMARY SCHOOL	State-Directed Year 6
SW	MARKED TREE SCHOOL DISTRICT	MARKED TREE ELEMENTARY SCHOOL	State-Directed Year 6
	MONTICELLO SCHOOL DISTRICT	MONTICELLO HIGH SCHOOL	State-Directed Year 6
TA	N. LITTLE ROCK SCHOOL DISTRICT	LAKESWOOD MIDDLE SCHOOL	State-Directed Year 6
	N. LITTLE ROCK SCHOOL DISTRICT	NLR HIGH SCHOOL-EAST CAMPUS	State-Directed Year 6
	N. LITTLE ROCK SCHOOL DISTRICT	NLR HIGH SCHOOL-WEST CAMPUS	State-Directed Year 6
	PINE BLUFF SCHOOL DISTRICT	PINE BLUFF HIGH SCHOOL	State-Directed Year 6

SW	PULASKI CO. SPEC. SCHOOL DIST.	LANDMARK ELEMENTARY SCHOOL	State-Directed Year 6
	PULASKI CO. SPEC. SCHOOL DIST.	FULLER MIDDLE SCHOOL	State-Directed Year 6
	PULASKI CO. SPEC. SCHOOL DIST.	JACKSONVILLE HIGH SCHOOL	State-Directed Year 6
SW	PULASKI CO. SPEC. SCHOOL DIST.	WILBUR D. MILLS HIGH SCHOOL	State-Directed Year 6
	PULASKI CO. SPEC. SCHOOL DIST.	JOE T. ROBINSON HIGH SCHOOL	State-Directed Year 6
	PULASKI CO. SPEC. SCHOOL DIST.	NORTH PULASKI HIGH SCHOOL	State-Directed Year 6
SW	PULASKI CO. SPEC. SCHOOL DIST.	NORTHWOOD MIDDLE SCHOOL	State-Directed Year 6
	SO. MISS. COUNTY SCHOOL DIST.	RIVERCREST HIGH SCHOOL	State-Directed Year 6
SW	TEXARKANA SCHOOL DISTRICT	NORTH HEIGHTS JR. HIGH SCHOOL	State-Directed Year 6
SW	TEXARKANA SCHOOL DISTRICT	ARKANSAS HIGH SCHOOL	State-Directed Year 6
	WATSON CHAPEL SCHOOL DISTRICT	WATSON CHAPEL JR. HIGH SCHOOL	State-Directed Year 6
	WEST MEMPHIS SCHOOL DISTRICT	WEST MEMPHIS HIGH SCHOOL	State-Directed Year 6
SW	AUGUSTA SCHOOL DISTRICT	AUGUSTA ELEMENTARY SCHOOL	State-Directed Year 7
	FORT SMITH SCHOOL DISTRICT	WILLIAM O. DARBY JR. HIGH SCH.	State-Directed Year 7
	FORT SMITH SCHOOL DISTRICT	DORA KIMMONS JR. HIGH SCHOOL	State-Directed Year 7
SW	FORT SMITH SCHOOL DISTRICT	TILLES ELEMENTARY SCHOOL	State-Directed Year 7
SW	HELENA/ W.HELENA SCHOOL DIST.	MILLER JUNIOR HIGH SCHOOL	State-Directed Year 7
SW	HUGHES SCHOOL DISTRICT	MILDRED JACKSON ELEM. SCHOOL	State-Directed Year 7
SW	HUGHES SCHOOL DISTRICT	HUGHES HIGH SCHOOL	State-Directed Year 7
SW	LITTLE ROCK SCHOOL DISTRICT	CLOVERDALE MIDDLE SCHOOL	State-Directed Year 7
SW	MARVELL SCHOOL DISTRICT	MARVELL HIGH SCHOOL	State-Directed Year 7
	PINE BLUFF SCHOOL DISTRICT	JACK ROBEY JR. HIGH SCHOOL	State-Directed Year 7
	PULASKI CO. SPEC. SCHOOL DIST.	SYLVAN HILLS MIDDLE SCHOOL	State-Directed Year 7
	PULASKI CO. SPEC. SCHOOL DIST.	OAK GROVE HIGH SCHOOL	State-Directed Year 7
SW	TURRELL SCHOOL DISTRICT	TURRELL HIGH SCHOOL	State-Directed Year 7

SW	N. LITTLE ROCK SCHOOL DISTRICT	LYNCH DRIVE ELEMENTARY SCHOOL	State-Directed Year 8
SW	N. LITTLE ROCK SCHOOL DISTRICT	ROSE CITY MIDDLE SCHOOL	State-Directed Year 8

From the very beginning, the America's Choice School Improvement Design has been based on research. The consortium, known as CPRE (Consortium for Policy Research in Education) has conducted research on the Design since 1988 and has published studies ranging from in-depth looks at how effective the strategy has been in particular school systems to specific aspects of the program, such as literacy workshops and teacher coaches. CPRE's mounting evidence suggests that America's Choice can indeed help boost student performance (Education Week, April 21, 2004).

In 2006-07, the state of Arkansas began implementing the America's Choice School Design (ACSD). America's Choice contracted with WestEd to evaluate the 34 elementary, middle and high school performances after implementing the America's Choice Design the first year. WestEd found students in elementary, middle and high had achievement gains on the Arkansas Benchmark Examinations that were more than twice as high as their peers in schools with comparable demographics. African-American and economically disadvantaged students in America's Choice schools performed better on State literacy assessments than their peers in comparable schools. The *Comprehensive School Reform Quality Center* (conducted by the American Institutes for Research) Report on Elementary School Comprehensive School Reform Models (2006) rated America's Choice as one of only seven among the 22 models reviewed that had demonstrated positive overall effects, and the only model among those seven that had demonstrated evidence of both positive effects for diverse student populations and positive effects in all of the subject areas of reading, writing and mathematics. The Center's *Report on Middle and High School Comprehensive School Reform Models* (2007) rated America's Choice at the highest level for overall positive effects given in the report, demonstrating "moderate evidence." America's Choice was one of only five models that "have a solid body of evidence about their effectiveness." The report rated America's Choice as "very strong" in terms of evidence of services and support to schools to enable successful implementation.

The Design

Five Design tasks provide the framework for the America's Choice School Design. Student Performance is the focus of the Design. The implementation expectations set forth in the America's Choice Implementation Rubric are organized around these five tasks:

1. **Standards and Assessments**— In the America's Choice Design, assessment informs instruction. Teachers evaluate student performance by using state assessments, formal examinations, informal classroom assessment, student work/portfolios, and observation. Assessment is integrated with instruction. This creates an environment where assessment serves as a lens to focus teaching and learning. High standards are the cornerstone of the Design.
2. **Aligned instructional systems**— The relationships among standards, assessment, and instruction are central to a standard-based system. All the pieces must be aligned if students are to progress toward meeting standards. Rituals and routines constitute a strategic approach to classroom management. Expectations in every class are clear so that

students can engage in productive learning. Students practice habits of strong readers and writers to enable them to be strong students in science and math, and in all other classes.

3. **High-performance leadership, management, and organization**—Effective change cannot happen without strong leadership. Principals in the America's Choice school serve as the instructional leader as a shared responsibility with a team of school leaders that play a key role in ensuring the components of the America's Choice Design are implemented. This team helps communicate the Design to teachers, students, parents/guardian, and the school community at-large. The Leadership Team uses Planning for Results a system of data-driven decision making to analyze student performance data, set targets, plan for instruction, and produce a school culture where results become the primary focus and overriding consideration in the allocation of resources. The master schedule is designed to provide increased instructional time in literacy, math, includes time for safety nets. The small learning community approach is based upon the concept of dividing large schools into houses and then even smaller configurations of teams so that each team of four teachers (in the core academic classes) work with approximately 100 students.
4. **Professional learning communities**—Implementing the America's Choice takes a collaborative effort. Staff members work together closely to implement the Design, acquire new content knowledge, and devise strategies for improving the instruction of students they have in common. Professional development is delivered through a combination of off-site and on-site professional development learning opportunities. Teacher Meetings and Study Groups are personalized to the needs of the students in each school.
5. **Parent/guardian and community involvement**—The Leadership Team includes a Parent/Community Outreach Coordinator who works with the team to create an environment where parents/guardians are valued as partners. The 25 Book Campaign Standard is in place to engage parents/guardians in their children's learning and environment. Teachers of all subject areas will be engaged in standard-based instruction. They will learn and practice new focused teaching strategies that enhance teaching and learning throughout the school. Designated non-core content teachers will engage in how to use content literacy strategies within their content area. All five Design task components are focused on students with the goal on improving student performance.

The America's Choice Design component and instructional strategies effectively respond to the needs of English Language Learners (ELLs) and special education students. The workshop approach to classroom management not only provides a comfortable, predictable framework, but it increases the opportunities for individual and small-group instruction. Classroom artifacts such as posters, word walls, and accountable talk can provide visual support for ELLs and other students who may learn differently. Genre studies (English and Spanish) are tailored to help teachers scaffold instruction for ELL students and include criteria to help students with special needs. (America's Choice School Design Going Deeper High School Field Guide p. 4-5).

America's Choice includes Tier 2 and Tier 3 Response to Interventions (RtI). Tier 2 interventions are supplementary academic support provided in addition to the core instruction program for students who are struggling to stay on grade level through America's Choice Science, Math and Literacy Navigator (T2). Literacy and Math Ramp Up Tier 3 Interventions are intensive academic acceleration for students who have fallen significantly below grade level. Student scores are entered on a database so teachers can monitor progress. Teachers receive

professional learning on how to use the materials as part of the America's Choice Scope of Work.

Design Interventions (RtI)

Literacy Navigator, a Response to Intervention solution—Grades 3-10, is designed to help students whose reading abilities are “at” or “almost at” grade level—students who are not strong in comprehension and who therefore struggle to read information text and have problems on state reading tests. The course design reflects the most current theory and research in reading comprehension (Kintsch 1998; Hirsch 2003). Lessons are embedded in content that students are to comprehend and apply as relevant background knowledge when they move through the lesson sequence. Pre and post test are included to monitor student progress.

Math Navigator, a Response to Intervention solution—Grades 2-10, is based on research that underscores the links among basic skills, problem solving, and conceptual understanding. Students must know how to add, subtract, multiply, and divide, they also need to know why these are other operations work. Every module includes a deep focus on the underlying mathematical concepts that are the foundation for more advanced mathematics and included problem solving and skills practice. Math Navigator focuses on the “misconceptions” that prevent students from making accurate connections that gets them in trouble mathematically. Mathematics Navigator corrects misconceptions that may have originated across multiple years of schooling so that students can succeed on grade-level standards and assessments. Math Navigators includes pre and post test and math screeners to monitor student progress.

Ramp Up to Literacy—a year long replacement curriculum Grades 6 & 9, is designed to “accelerate” learning for students entering middle or high school two or more years behind in literacy. Both Ramp up to Middle-Grade Literacy for middle school students and Ramp-Up to Advanced Literacy for high school students features a year long curriculum tailored to the needs of adolescents who have not experienced academic success. Reading materials and topics are age-appropriate and appeal to middle or high school students. Ramp-Up Literacy gives targeted students explicit instruction in vocabulary, fluency, comprehension, and writing. The class is based on a daily 90-minute four-part ritual and routine. Research findings by Thomas Guskey, Marco Munoz, and Jennifer Aberli revealed strikingly positive effects at all levels from the Ramp-Up program (National Council of Staff Development Fall 2009, vol. 30, No.4 p. 32-29).

Ramp Up to Math—a year long curriculum for 90-minute classes, is tailored to the needs of adolescents who have not experienced academic success. Unlike remedial classes, Ramp-Up to Algebra (Grades 8 or 9) gives students a real opportunity not only to master the basics, but also to leap forward to the college preparation curriculum. Ramp Up to Pre-Algebra (Grades 6 or 7) is designed to accelerate the learning of students entering middle school two or more years behind their peers—and to prepare them to complete Algebra 1 by the end of 8th grade.

Math and Literacy Ramp Up classes include instructional materials, daily lesson plans, homework assignments, and effective ways to explain and illustrate key components. On-going technical assistance and professional development demonstrate and reinforce effective strategies and techniques. Assessment tools that enable teachers to tailor instruction to students' individual profiles and to prepare them for success on state accountability tests are also components of the Ramp-Up classes.

Science Navigator supports the needs of students at the middle school level. It is intended to provide supplementary instruction on key concepts with complex content in which students lack the background knowledge and/or reasoning development required to access the core instructional program in science. It may be used inside the core program, or as an extended school or summer school program. The program is targeted to grades 6, 7, and 8.

Science Navigator focuses on students' naïve conceptions and misconceptions in science. Many of these misconceptions come not from lack of instruction but from the learner's intuitive interpretations of the natural world in everyday life. Specific content areas (e.g., energy) identified in the *2009 NAEP Framework* are addressed in modules that briefly present the science behind the standard and then provide strategies and lessons for identifying and helping students to revise their mental models for the targeted concepts. Development of reasoning skills is organized around the ACT benchmarks for science. The major categories are *Interpretation of Data, Scientific Investigation, and Evaluation of Models, Inferences, and Experimental Results*. The overarching theme of the program is energy.

Science Navigator provides support for ELLs through the organization of the lessons and teaching strategies. These incorporate teacher-directed, teacher-assisted, and peer-assisted modes of instruction that will enhance learning for ELLs. Special Education students are often mainstreamed into science classes. Higher functioning students can be very successful in the science classroom that uses visual and hands-on instruction. The strategies embedded in the design of Science Navigator reflect best practices for learners with special needs.

Each Science Navigator Module has a pre-test and a post-test that measure the content of material taught in the unit and three process skills, consistent with those measured by the ACT: Interpretation of Data; Scientific Investigation; and Evaluation of Models, Inferences, and Experimental Results.

Design Support Services

The America's Choice School Design provides a Project Manager to oversee the day-to-day implementation of the Design that works jointly with the LEA and SEA, and provides a cluster leader for each school for on-site technical assistance. America's Choice is currently serving 39 schools (17 districts) with 10 cluster leaders providing technical assistance. The technical assistance we provide in schools is at the heart of our implementation. The weekly school visits provide for consistent monitoring of and support for the leadership team and for classroom teachers. It provides a mechanism for feedback to the school team to improve desired outcomes. At the conclusion of each technical assistance visit, the field staff assigned to support the school writes a report. The report is a reflection of the work done in the school around implementation and specific next steps for improvement. The report is discussed and left with the principal and a copy is sent to the district to assist in monitoring the progress of the school.

Design—Data

Our schools use data displayed by data walls in a number of different ways that are integral to the processes we follow in developing outcomes-based measurement and establishing a data-driven culture. In essence, the presence of the data walls and the staff's ability to talk about it is one measurable outcome. Seeing growth for students in the data itself is a second measurable outcome and the purpose of the data walls. Data walls are collections of information about student achievement that are used to make strategic decisions about instruction.

While data walls may take different forms, ours are organized in three sections:

- One panel provides summative information. Entries here are primarily taken from state test results and from, the states benchmark exam—ACTAAP, Tier 1, Tier 2, Tier 3 Interventions and daily classroom assessments.
- A second panel primarily consists of formative and periodic assessment results. It also includes regularly updated data on attendance and discipline referrals. This is the active section of the data wall, leading to statements that comprise the third panel.
- A third panel consists of conclusions drawn from the data, hypotheses about causes, inferences about potential action plans, and predictions about what needs to be done next to yield greater growth. Specific sections of each panel are assigned to the data monitoring students' development of college ready behaviors.

Leadership teams use these data walls, preferably in the spring and summer for the following academic year. For schools starting later, they are used at the beginning of the school year to begin planning for allocation of resources based on answers to the following:

- What are the areas of greatest needs for the students as a group?
- How will the tiered interventions be configured?
- Which students need programming for which interventions?
- Where are the areas of need for professional development?

These questions take into account students needs both for academic intervention and for support in the areas of development of college ready behavior. The display is organized to help highlight patterns for individuals and groups of students, including patterns that connect students' academic and psychosocial growth and needs. Data can be displayed for the school as a whole or, more likely, by grade or by teacher within grade. This allows for differentiated planning for teachers, much in the same way that differentiated instruction is accomplished for students within a classroom.

As the year progresses, the data are continually refreshed and rethought, as new data become available and new information provides a base for additional action plans. The leadership team data walls become a central source of information for communication among the faculty as a whole working as a professional learning community (containing multiple grade and content-based professional learning communities) whose shared joint goal is to provide the best instructional environment for all students within the school.

Teachers can also make good use of data walls. They typically follow individual students across time, making use of color-coding to provide a visual impact as students change from "at risk" or "below level" categories to "at proficiency" or "on level" or to "exceeds standard" Teachers can also follow any student who is not making adequate progress and identify an early warning signal, adjusting instructional strategies as needed to pay particular attention to alternate strategies designed to help students move along the learning continuum. Teachers share their data walls with others in their professional learning communities, as well as their administrative colleagues, just as they do when they are study student work during study groups and other professional interactions.

The data walls thus go beyond a place for recording information. They serve as an open communication device within the school environment. The aim is to have as many eyes on the progress of students as possible, and get help in meeting as many students' individual needs as possible by keeping good records of student progress, and documenting growth as it occurs.

Design—The Leadership Team

The school's leadership team's role is critical in establishing the school as a data-based community. The development of strong leadership teams is a major focus from the beginning of implementation and one of the intermediate outcomes. In addition to leadership training prior to the first year's implementation, our field staff work deliberately with the team to help them establish the agenda for their weekly leadership team meetings, develop 30-, 60-, and 90-day plans to guide their work, and to identify data sources relevant to the goals that they can use to monitor implementation progress. These data are reviewed at leadership meetings and used to refine strategies as needed.

Design—The Quality Review

Twice yearly, the leadership team participates in a comprehensive Quality Review that is conducted by our field staff, which thoroughly evaluates the effectiveness of the school's implementation. The school's leadership team, together with District staff and other stakeholders as appropriate, conduct a focus walk to observe the school's level of implementation, and go through a guided process of gathering and analyzing evidence of implementation and reflecting on their progress relative to the Key Outcomes. The work of the school is also captured in a portfolio, which demonstrates the level of implementation expected. While the development of the school portfolio is an ongoing process, it is presented twice a year during the Quality Review. This process highlighting the school's patterns of success and challenges and steers a new focus for the leadership team's work. After the review, the leadership team shares the results with the school community and works collectively to develop a plan for action to strengthen expectations or change the focus for implementation as the review findings have indicated. As the school leadership team develops capacity, it takes increasing responsibility for the conduct of the Quality Review, while our field staff transition into a critical observer role. Even after the designated period of implementation of the model, we encourage schools to continue this process and to continue to engage participants who can bring a critical perspective to the process.

Design—Professional Development

Professional development activities are conducted in two locations (Little Rock and Delta locations). See Appendix ___ for the list of Professional Development activities current through December 2009 of this contract year. We are regarded as one of the premier professional development providers in the country. Our approach to professional development and school improvement is based on our experience in working to support the development of high quality standards-based instructional environments that produce improvements in student achievement. Our experience includes:

- The groundbreaking work that America's Choice staff undertook to develop the New Standards Performance Standards and associated assessments, and the continuing contribution we have made to the development of standards frameworks and standards-based assessments in specific states and through our association with Achieve.
- Our international benchmarking studies to identify and research the practices of successful educational systems in Asia, Europe and Australia.
- Our long-term research and development effort to develop curriculum materials and instructional practices to support standards-based teaching and learning.
- Our extensive experience in connecting our research and development effort to practice in thousands of schools in diverse settings with which we work closely on implementation of our comprehensive intervention models and instructional solutions, and refining our

professional development designs and practices in response to participant feedback and evidence of impact in the schools.

Premises

Drawing on research and our extensive experience, our approach is based on a series of premises:

- The belief that all students can learn is critical for the success of school improvement efforts. Our approach is designed to help people at all levels of school systems clarify and change their expectations of students.
- The classroom is the locus of improvement in outcomes; the teacher really matters and student engagement really matters. We focus on developing instructional practices that match the belief that all students can learn and practices that focus explicitly on building student engagement in learning so that they have the means and willingness to shoulder their share of responsibility for their achievement.
- Tools and techniques that embody the belief that all students can learn enable teachers to learn as they teach and administrators to learn as they provide supervision and support. We frame our professional development and technical assistance around tools and techniques that scaffold the development of teaching and learning that is based on the belief that all students can learn.

A standards-based foundation

Standards are the very core of ACT and America's Choice. Both organizations currently have an active role in the development of the new common core national standards. Members of our staff have served on state standards development panels, advised states on the revision of their standards, and led the development of standards in Australia. Our instructional system is based on the belief that all students can meet high academic standards providing they are taught a curriculum that is designed to enable them to reach the standards, taught by teachers who have the preparation they need to teach the curriculum effectively to their students, and learn in an environment designed to help them succeed.

While standards serve as the core of our work, leading research on how people learn, adult learning and the value and characteristics of professional learning communities inform the design and conduct of our professional development programs.

Research on how people learn

Over the past thirty years researchers in cognitive psychology have arrived at substantial agreement around three overarching cognitive themes that rest on a solid research base and can be taken to explicate the process of meaning making. These are explained in detail by Bransford, J.D. et al (editors) (2000). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press. In summary, these themes are as follows.

- People have preconceptions about how the world works. In any learning setting, participants' initial understanding needs to be engaged in order for them to grasp new concepts and information.
- To develop competence in an area of inquiry, people need to develop a deep foundation of facts and knowledge, develop a conceptual framework that connects their knowledge in a coherent way, and organize their knowledge in ways that assist with retrieval and application.

- A metacognitive approaches to instruction helps learners learn to take control of and manage their own learning.

These themes are reflected throughout the design of our professional development: they inform both the content of the professional development and the practices used within the professional development activity. Among the sources of research informing the design and organization of our professional development are the following study and review of research.

Putnam, R. T. & Borko, H. (1997). Teacher learning: Implications of the new view of cognition. In B. J. Biddle, T. Good & I. F. Goodson (Eds), *International handbook of teachers and teaching*. Dordrecht, Netherlands: Kluwer.

Wilson, S. M. & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. *Review of Research in Education*, 24, 173-209.

Adult learning

While the Bransford et al. report on how people learn draws few distinctions between children and adults as learners, there is much discussion in field about how adult learning needs differ from those of children; the need to pay special attention to the importance of connecting learning with participants' experience, scaffolding learning, and incorporating systematic reflection. Research that does address these factors and which provides a reference for our work is:

Knowles, M.S. (Ed.). (1984). *Andragogy in action: Applying modern principles of adult education*. San Francisco, CA: Jossey Bass.

Professional learning communities

An associated aspect of adult learning and teacher learning is the concept of the professional learning community. Our professional development is designed to support the growth of collaborative, reflective and generative communities of learners. A source for such design is the research reported in:

Lord, B. (1994). Teachers' professional development: Critical collegueship and the role of professional communities. In N. Cobb (Ed.) *The future of education: Perspectives on national standards in education* (pp. 175-204). New York, NY: College Entrance Examination Board.

Elements common to all of our professional development programs

Common to all of our professional development programs are:

- a standards-based approach to curriculum and instruction
- a foundation in relevant research and inclusion of explicit connections to research on best practices; especially research that is at the cutting edge of advances of knowledge about learning
- an emphasis on embedding professional development in ongoing instructional practice
- a focus on instructional practices that we have identified as being critical to improving the quality of students' learning, especially those practices that have proven most difficult to get in place
- analysis of student work to inform instruction
- analysis of videotaped examples of lessons

- scaffolding of participants' learning, inclusion of hands-on experience with content wherever possible and appropriate, and modeling of the practices participants are expected to learn and use
- explicit attention to diverse settings for teaching and learning, both school and community
- an emphasis on the use of assessment to focus teaching and to move students from where they are to where they need to be.

A three-year plan for professional development is set out in the Scopes of Work that has been on-going in the Arkansas schools. These include programs to support teachers and school level coaches implementing each of the curriculum programs:

- The core instructional programs—
 - QualityCore at the high school level (Begins FY'11)
 - ELA, mathematics, and science at the middle school level
 - ELA, mathematics, and science at the elementary level
- Supplementary programs designed to *supplement* the core instructional program (Tier 2) for students' needing assistance in identified areas of the program
 - Literacy Navigator (grades 3-10)
 - Mathematics Navigator (grades 2-10)
 - Science Navigator (grades 6-8)
- Acceleration programs (Tier 3) to provide replacement acceleration programs for students who are two or more years below grade level
 - Ramp-Up to Middle Grades Literacy (grade 6 or 7)
 - Ramp-Up to Advanced Literacy (grade 9)
 - Ramp-Up to Pre-Algebra (grade 6 or 7)
 - Ramp-Up to Algebra (grade 8 or 9)

Offsite professional development is scheduled in collaboration with the District. Typically, this includes a combination of summer institutes with follow-up sessions scheduled during the year. The dates are scheduled and placed on the master calendar.

Just as our field staff provides follow-through support for leadership professional development, the onsite technical support and coaching they provide also ensures follow-through from the professional development to classroom practice for the school-level coaches and teachers who participate in the off-site professional development programs.

An additional source of continuing support for professional development is the Community of Learning, our web-based portal, which includes videos of best practices, presentations from top educators, current research findings, message boards and other resources. The Community of Learning is designed to keep teachers and school and district leaders abreast of developments in our work and the experiences of other schools and districts using our comprehensive intervention models. It also provides them with opportunities to network and gain access to technical assistance when they need it.

To evaluate the quality of professional development sessions, we use professional development evaluation and feedback forms to determine effectiveness. After each session, our trainers and field staff members read the evaluation and feedback forms to determine 1) the clarity of the information delivered, 2) the follow up support needs of the school, and/or 3) any questions

participants may still have regarding what was presented. This information becomes the basis for the onsite technical assistance support and is often addressed in a subsequent training session.

All of our professional development programs are evaluated routinely at the end of each program and that feedback is then used to modify, or change both the content and process of the programs. This continuous improvement model has been integral to our approach for the past 15 years.

Design—Professional learning communities as the primary vehicle for job-embedded professional development

The development of high functioning professional learning communities within the school is a Key Outcome area for implementation of our comprehensive intervention models. Our premise is that building professional learning communities in schools—developing strong collaborative relationships among the staff—is central to changing school cultures and improving student performance. Unless the school fosters its own internal collaboration where the faculty routinely discusses data, examines student work, and critiques its practices, external-provided professional development will not take hold and the school will not change.

We foster development of professional learning communities (PLCs) in three key areas:

- The leadership team: the school's first PLC—as the model for other PLC's in the school
 - Ongoing leadership academies provide specific training for the leadership team to learn how to use protocols and strategies to conduct highly effective leadership team meetings, where team members collectively solve issues around teaching and learning, analyze data and student work to inform instruction, and deepen their knowledge through the reading and discussion of current research practices which supports the school vision.
 - The team serves as a model of a strong professional learning community as they facilitate study groups, collaborative planning sessions, teacher meetings, and faculty meetings.
 - The team also evaluates the level of implementation of the school by planning and leading monthly Focus Walks. Focus Walks allow the leadership team to monitor the progress of implementation and make decisions to support staff for improvement.
- Teachers
 - At the elementary level, classroom teachers, with the support of a content specific instructional coach, who is also a member of the leadership team, learn to collectively work in grade level and content teams to improve student performance. Other key staff, such as teachers of special education students and English as Second Language teachers join them in this effort.
 - Teachers engage in bi-monthly study groups, which provide them with onsite professional development focused on deepening their knowledge and improving their practice around specific topics that affect classroom instruction.
 - Teachers also collaboratively study student work and student data in bi-monthly teacher meetings. They learn to use protocols and strategies to aid in these discussions, which assist them with making sound collective instructional decisions.
 - At the secondary level, teams of teachers, if not already in place, are established at grades 6-10 and other small learning communities (e.g., career academies and houses) are established at grades 11-12.

- Each of these teams is scheduled with common planning time available for team members to meet collaboratively regarding the progress and needs of specific students, team goals, assessment procedures, student work, and related matters. Once established, teams and other small learning communities become natural means of holding colleagues accountable and encouraging team members to be responsible to one another collectively. The leadership team should either have a point person from each team serving as a member or have leadership team members assigned to meet with teams by grade level. This process of collaboration needs to be ongoing; it is integral to the creation and continuing development of PLCs.
- As at the elementary level, teachers also attend regular teacher meetings and study groups where they learn new content, reflect on their practice, and go through the cycle of creating and teaching standards-based lessons and analyzing the resulting student work to plan ahead. Because the teams share the same students, the work done in these meetings becomes very focused on individual student's work.

Faculty meetings are not a time for administrative reporting and directives. These meetings are for the principal to share the vision and communicate expectations. It is also the forum through which the distributed process of ongoing job-embedded professional development can be drawn together to ensure shared goal-setting and monitoring. The leadership team facilitates protocols and strategies to serve these purposes, modeling their practice as a professional learning community through the facilitation of protocols and strategies. We support the development of these practices by providing schools with agendas and materials for meetings focused on standards-based instruction and other elements of comprehensive intervention.

Weekly and annual work schedule to provide for intensive professional development

Scheduling is a vital component of successful implementation. The schedule reflects the school's collective efforts to improve student performance. Provision needs to be made for the systematic use of data to inform instructional decisions and the continuing professional development needs of staff need to be taken into account. Devising schedules that allow staff to meet on a consistent basis to discuss individual student progress as part of a school-wide effort creates a culture of success for students and staff alike.

Scheduled times should include

- Common planning time organized so that grade levels or teacher teams, as appropriate, can meet for a full period daily and will serve as a combination of teacher conversations about common students, team-wide expectations and programs, and weekly/monthly team planning; studying student work, lesson study and other opportunities to engage in collaborative work that becomes the most significant and on-going form of professional development for the school.
- Teacher meetings and study groups, in school time or after school as negotiated (in lieu of traditional faculty and/or department meetings) to study student and teacher work and to address important educational issues (e.g., student tracking vs. heterogeneity).
- Monthly faculty meetings to deal with school-wide teaching and learning issues.
- Other times that can be negotiated with the district or school to allow for scheduled professional development (e.g. late start or early release days, Saturdays, time during the summer), substitute coverage to free up certain teachers for professional development, and a

regular schedule of release days. Or, as mentioned above, schools can take advantage of online provision of professional development.

As described above, we provide schools with curricula (agendas and materials) to support content-specific onsite professional development in the form of study groups and teacher meetings to be delivered within an hour during the school day.

In addition to the onsite professional development curriculum we provide, training needs of the faculty will be based in part on self-reporting by faculty, but also by regular feedback and evaluations by faculty after each training session. Data gathered from the leadership team's Focus Walks and data walls also determines topics for these meetings. Again, the purpose of the Focus Walk is to gauge the level of implementation and its impact on improving student performance. Secondly, observations from the principal's daily classroom visits and the implementation issues that arise from in-class coaching become the focus for professional development sessions.

Participants evaluate the sessions for their usefulness and leadership team members look for evidence of implementation. Using the materials we provide, the school is then able to develop its own sessions based on the specific professional development needs of the staff.

The AC field staff assists the school with professional development decisions, design, and facilitation. They model facilitation and co-lead study groups and teacher meetings to support coaches and other members of the leadership as they grow into their roles. They also help the leadership team ensure that the overall professional development is coherent, aligned with the school's goals, and focused strategically on content and practices that will help the school progress.

A differentiated staffing model offers an opportunity to recognize teachers who are performing at a high level and to take advantage of their expertise. Such teachers can become model classroom teachers and mentors for novice teachers. Serving as an instructional coach strengthens the skills and knowledge of good teachers and often turns them into leaders. Building a strong bench for school leadership and the capacity to continue the programs and strategies learned through the models are goals of the project, as well. This serves to retain high quality staff and the means to provide intensive induction and mentoring support for teachers.

Implementation—Elementary

Literacy

The literacy program incorporates a strong focus on the development of oral language in the primary years as the fundamental building block for literacy and a comprehensive standards-based approach to reading and writing that builds consistently from the primary years through to the bridge to middle school, using a readers and writers workshop model. It is geared to a literacy block of time of 2.5 hours per day in primary grades and 2 hours in the upper elementary grades. The primary grades' program includes a dedicated period of time each day for skills development.

Like the middle school program, our reading professional development works with any reading program that a school is using. It focuses on establishing all students as independent readers by no later than third grade; with a comprehensive approach that includes skill development as well

as students' development of the habits and behaviors of effective independent readers. This is coupled with close monitoring of student progress using the DRA (recommended for grades K through eight, as noted above) or a similar tool to ensure students are making appropriate progress combined with timely use of interventions as needed by individual students.

The writing program includes author and genre studies designed for grades K through 5, that are aligned with the studies used at middle school. These standards-driven curriculum units guide teachers in providing students with a scaffold sequence of learning experiences in which they study the literary techniques and writing styles of leading authors and learn to write proficiently in selected genres. These studies also provide instructional models from which teachers may develop their own curriculum units. As with the middle school studies, the front-loading of each genre (in order to build and/or activate prior knowledge) and the attention to language development and academic vocabulary is especially beneficial for English language learners, as is the in-depth focus on the essential features of writing genres and text structures. The same explicit use of instructional scaffolds such as graphic organizers, read-aloud/think-aloud, small group and partner work, and intentional use of metacognitive strategies support the needs of mildly or moderately impaired students. Also as with the middle school curriculum units, each study includes pre- and post-tests, rubrics for a scaffold set of tasks and work products throughout, and class profiles for progress monitoring.

The program also includes a Genre Study of Standardized Testing (K-8), which shows teachers how they can help prepare students for standardized tests in a very deliberate and effective manner that helps students understand standardized tests as a text genre and embeds test preparation into daily instruction. At every grade level, our assessment process, and the accompanying matching of text to students' instructional and independent reading levels, provides for differentiated instruction. Checks throughout our programs provide guidance for differentiation of instruction in this area.

Mathematics

Our approach to mathematics at the elementary school level is consistent with the approach we adopt at middle school, as described above. Again, we focus on helping the school implement effective mathematics instruction using their adopted core instructional program at the elementary and middle school levels.

Elementary mathematics classrooms in America's choice schools have the same focus as at middle school: an instructional environment and strategies for providing differentiated instruction in mathematics and establishing a climate of disciplined inquiry through use of effective instructional strategies and evidenced by Accountable Talk. The elementary workshop is geared to a block of at least 60 minutes of mathematics instruction every day and, as described above, is framed by routines and rituals that are consistent with those used other content areas but designed for learning in mathematics.

Also as in the middle grades, grade level Mathematics Navigator screeners, beginning at the end of grade two and continuing through grade five (or six), are used to assess mastery of concepts and skills from the end of the prior grade, to identify Tier 1 needs, and identify students who are in need of additional Tier 2 support.

Science

In grades three through five in elementary school, the America's Choice approach to science is similar to that as described in middle school, with "science as inquiry" as the overarching

philosophy behind our instructional strategies and teaching models. Especially in these developmental years, students should “work more like scientists,” and teachers should “use inquiry as an instructional strategy.” In the elementary classrooms, there is even more of an integration of academic language development and mathematic skill into the core instruction and tasks.

As in the middle schools, the America’s Choice science model in elementary classrooms follows a workshop approach balancing whole-class, small-group and individual instruction, and independent work based on a standard 60 minute block of instructional time. During this time, students write about, talk about, draw about, and read about science to gain a deeper understanding and command of science concepts, principles, and inquiry methods.

Instructional environments that support effective learning

We need to ensure that the instructional environment allows teachers to provide instruction in accordance with students’ needs: 1) direct instruction to the whole class, 2) small-group instruction targeted to students who are grouped according to need, and 3) individual instruction based on students’ assessed needs. In addition, the instructional environment needs to provide opportunities for students to work independently of the teacher, both in small groups and on their own. This allows students to practice in a setting where they can access the teacher’s help before they are expected to practice without teacher access, as is normally the case when they do homework. The workshop structures that frame all of the America’s Choice instructional solutions and practices provide a means to achieve instructional environments that serve students’ needs.

Ensuring responsiveness to the needs of English language learners and students with special needs

We need to ensure that all teachers are familiar with the instructional practices essential to supporting English language learning and incorporate those practices into their instruction with efficacy. These practices are:

- Develop oral language through meaningful conversation and context
- Teach targeted skills through contextualized and explicit instruction
- Build vocabulary through authentic and meaningful experiences with words
- Build and activate background knowledge
- Teach and use meaning-making strategies

Depending on students’ levels of English language acquisition, the core instructional program may need to incorporate specialist assistance to support the regular class teacher. Specialists in English language learning and special education might support the class teacher through a “push-in” model to scaffold learning for specific students or they might work with the class teacher in a collaborative team teaching model.

While America’s Choice programs and curriculum materials are not designed specifically to support the needs of students with sensory, physical or cognitive disabilities, the instructional supports provided by America’s Choice are grounded in the research about principles of Universal Design for Learning, supporting special needs students included in the grade-level classroom and Tier 2 and Tier 3 interventions.

These instructional scaffolds include:

- Focusing instruction on big ideas (focused mini-lesson)
- Building or activating background knowledge
- Use of multiple representations to display concepts
- Use of graphic organizers to display information
- Explicit, targeted instruction
- Opportunities for practice
- Immediate and specific feedback
- Regular progress monitoring

Thus, the grounding of America's Choice programs in effective instruction allows us to support the needs of mildly or moderately impaired students in the general education classroom.

In FY'11 the middle and high feeder schools will move into an additional stage of implementation called the *ACT AC Rigor and Readiness* initiative under the not-for-profit organization ACT and America's Choice; the singular mission of preparing all students to be college career ready without the need for remediation. ACT and America's Choice have complementary expertise. ACT has developed a comprehensive examination system that ends with college entrance and career readiness and supports that system with a rigorous aligned curriculum designed to prepare students to succeed on the examinations. America's Choice has concentrated on developing instructional materials aligned to standards, safety net programs to help students who are struggling to get back on track for meeting standards, and professional development programs designed specifically to support implementation of the instructional programs. America's Choice works closely with schools and districts to plan and implement reform. Our two organizations share a commitment to improving student achievement and to the mission that all students should graduate high school ready for college or career preparation without need for remediation. We have formed a partnership to harness our skills, experience and programs in pursuit of that shared mission. Through the partnership, we have integrated our programs into an aligned instructional system, Rigor and Readiness.

The *ACT AC Rigor and Readiness* initiative supports and promotes three fundamental goals.

1. Ensure that all students are college and career ready in academic achievement, academic behaviors, and career and educational planning.
2. Create a school environment that is focused on college and career readiness by using a coherent system of high standards and aligned instruction, assessment, safety nets, and professional development.
3. Build and support high-achieving, self-sustaining districts with scalable, replicable systems.

The initiative will increase all students' college and career readiness as measured by lower dropout rates, improved student attendance, improved graduation rates, more students entering and succeeding in postsecondary institutions, and more students entering early career training or jobs.

The goals will be attained by:

1. Ensuring that teachers build the capacity to help all their students by providing professional development tailored to standards, curriculum, and assessments, and incorporating best practices in professional learning.
2. Utilizing longitudinal assessment to diagnose students' strengths and weaknesses, improve school and district practices, and support students' progress toward college and career readiness.

3. Offering differentiated, research-based interventions and support throughout middle and high school for students who need to accelerate their academic readiness.
4. Monitoring student progress K-12 (all feeder patterns). Additional focus on the pivotal transition years (6th grade and 9th grade) to place even greater emphasis on student academics, social, and career development critical to student success in high school and beyond, and promote an academically rigorous core curriculum in middle and high school.

The ***Rigor and Readiness*** initiative provides highly trained school improvement professionals at the building level to determine and act on what existing programs are working and not working (also noted in the Arkansas **SMART Accountability Plan**); to deliver high-quality, research-based professional development and programs that increase the effectiveness of district and school staff, and to assist with data management and analysis that supports monitoring of student progress and improving results.

The “rigor” of core courses in high schools will be improved by (1) specifying the number and kinds of courses that student need to take to graduate from high school ready for college and work, (2) aligning high school course outcomes with state standards that are driven by the requirements of postsecondary education and work, (3) providing teacher support by hiring qualified teachers and providing training and professional development support to improve the quality of the courses they teach, (4) expanding access to high-quality, vertically aligned core courses, and (5) measuring results at the course level. More frequent monitoring is important so that students can learn what they need to learn, that interventions can be made to improve their progress as required, and that the courses themselves can be evaluated and strengthened to ensure that students are being taught essential content with the appropriate degree of rigor. (ACT College Readiness Rigor at Risk: Reaffirming Quality in the High School Core Curriculum Executive Summary).

The cornerstone of Rigor & Readiness is ACT’s research-based College Readiness System, which clearly defines the performance levels on the academic standards needed for college and career readiness, as measured by a sequence of assessments (EXPLORE, PLAN and ACT) from grades 7-12. This system allows for systematic monitoring of students’ progress, helping educators to provide the kind of differentiated instruction and appropriate interventions that will prepare all students for college and career success.

Tiered Academic Interventions

We have drawn from the concept of RtI (Response to Intervention) to develop a tiered set of interventions to support students’ academic growth. Tier 1 of this system is the core instructional program built around the rigorous curriculum provided by ACT’s QualityCore in high school and America’s Choice professional development and curriculum units of study in middle school. For this system to achieve its goal, it is critical that the Tier 1 core instructional program serves the needs of as many students as possible. Professional development for teachers implementing the curriculum includes a systematic focus on strategies for assisting English language learners and students with special needs. It also helps teachers to make systematic use of assessment information to drive instruction and organize their instruction so that they can differentiate in response to students’ assessed needs.

Tiers 2 and 3 are designed for students whose needs cannot be fully served by the core instructional program, as indicated by EXPLORE and PLAN and other sources of assessment

information. The America's Choice Navigator programs provide the curriculum for Tier 2 of the academic program — directed at providing supplementary support in addition to the core instructional program. The Navigator programs are linked to the College Readiness Benchmarks, and thus aligned to the system overall. The America's Choice Ramp-Up programs provide the Tier 3 replacement acceleration courses for students who are two or more years behind and need intensive support to get back on track and re-enter the core instructional program.

Tiered Supports for Students' Development of College and Career-ready Behaviors

Going hand in hand with the academic components of the system are supports for students' development of college and career-ready behaviors. These supports attend to the core domains of students' psychosocial development: motivation, social engagement and self-regulatory behavior. They are organized into three tiers of intervention that parallel the tiers established for the academic components of the system.

Like the series of linked assessments that allow us to monitor students' academic growth and progress towards college and career readiness, ACT has developed linked assessments of students' psychosocial development. These assessments focus on behavioral dimensions critical to student success, such as academic discipline and self-management, and can be used to monitor students' development at regular intervals. These, together with other sources of information related to students' personal growth, such as class attendance and homework completion, as well as their academic progress, help determine whether students are making appropriate progress.

Just as the academic program includes tiers of intervention for students whose needs cannot be served by the regular instructional program alone, we offer tiers of intervention for students who need additional supports for their psychosocial development. These provide appropriate levels of assistance for students needing help to address barriers to their engagement in school.

Psychosocial Development Supports Provided through the Guidance and College/Career Program

Research tells us that students' personal development has a major influence on their ability to stay in school and be successful. So, going hand in hand with the academic components of the system is a set of supports for students' personal growth. These supports attend to the core domains of students' psychosocial development: motivation, engagement and self-regulatory behavior. We have organized them into three tiers of intervention that parallel the tiers established for the academic components of the system.

The first tier consists of academic behavioral readiness support designed to complement the regular instructional program. A primary focus here is on instructional routines and rituals built into everyday classroom learning to scaffold students' development as effective learners and members of a productive learning community, that we discussed through the description of the tiered academic program. A second central focus is the development of small learning communities and teacher teaming to build personalization and strong teacher-student relationships. This focus is extended through a targeted, planned curriculum at each grade level, offered through the counseling program, designed to help students develop effective academic behaviors as identified through research, and to engage in age-appropriate career exploration and planning.

Like the series of linked assessments to allow us to monitor students' academic growth and progress towards college and career readiness, ACT has developed linked assessments of

students' psychosocial development. Key to these assessments are the Student Readiness Inventory—Middle School (SRI) and the Student Readiness Inventory—High School (SRI) designed for sixth grade and eleventh grade students respectively. The inventories are completed by the students in order to gauge his/her self-perception of factors relating to motivation, social engagement and self-regulation. Supplementing them are Behavioral Monitoring Scales (BMS), completed by the teacher, that focus on behavioral dimensions critical to student success, such as academic discipline and self-management, and can be used to monitor students' development at regular intervals. These, together with other sources of information related to students' personal growth, such as class attendance and homework completion, as well as their academic progress, help determine whether students' are making appropriate progress.

Implementation—High School

ACT's QualityCore program provides the high school curriculum framework for the aligned instructional system. QualityCore sets clear expectations for the rigor required for a standards-based curriculum that aligns with the demands of college and career readiness. Each QualityCore course is based on course objectives that are rigorous, empirically based, and derived from the syllabi of courses offered at high-performing U.S. high schools. The courses, which include a full high school program of English language arts, mathematics and science, as well as U.S. History, include end-of-course exams and formative assessments, all aligned to the College Readiness Benchmarks.

QualityCore's course objectives, course outlines, and test-blueprints for the end-of-course examinations that are integral to the program guide schools and systems in ensuring that their high school courses are standards-based and have the rigor and relevance needed for students to achieve success on the ACT end-of-course assessments. These courses also prepare students for success in Advanced Placement courses, International Baccalaureate and early college programs.

QualityCore includes the following core high school courses:

English Language Arts	Mathematics	Science	Social Science
English 9 English 10 English 11 English 12	Algebra I Geometry Algebra II Precalculus	Biology Chemistry Physics	U.S. History

QualityCore is designed to:

- Provide teachers with research-based resources, including model instructional units, rigorous course objectives, course outlines and syllabi, formative assessment item pools, and end-of-course assessments to help improve the quality, consistency, and rigor of core preparatory courses.
- Provide valid and reliable measures of student achievement using a rich pool of formative items aligned to course objectives and spanning a range of "Depth of Knowledge" levels (after Norman Webb).
- Allow educators to longitudinally monitor student achievement in becoming ready for college and workforce training programs by assessing students' progress on a course-by-course basis with end-of-course assessments that are nationally normed.

- Provide teachers with useful formative feedback about student progress that they can use to guide instructional interventions.
- Provide research-based professional development designed to support data-driven decisions and help teachers use the QualityCore materials effectively.
- Provide a system for evaluating the long-term impact of varying instructional delivery models on student learning and teacher practice.
- Ensure that outcomes of high school core preparatory courses are aligned with college readiness standards.
- Use student achievement data to ensure the quality, consistency, and rigor of high school courses.

Implementation—Middle School

QualityCore also provides a reference point for ensuring curriculum alignment in the middle grades. A critical area for alignment of the middle school curriculum is students' preparation for the rigorous academic reading and writing requirements reflected in the QualityCore course objectives.

English Language Arts

The America's Choice Academic Reading and Writing program is aligned with the ACT College Readiness Benchmarks and has as its goal high levels of student performance in reading, writing, and speaking. It uses a workshop approach to provide a balance of whole-group, small-group and individual instruction, and to scaffold the development of students' academic behaviors to allow them to act as independent and responsible learners.

The literacy workshop strengthens the academic reading and writing skills of middle school students. America's Choice genre studies immerse students into close reading and analyzing examples of critical genres, such as narrative, expository, essay and argument, so that they then can research, organize, and draft their own versions of the genre. They study organizing patterns such as chronology, general/specific, comparison, and cause and effect in the texts that they read and the texts that they write. Students are taught explicitly the relevant tools of cohesion, style and grammar to make their writing effective. Focused attention is also given to academic vocabulary and sophisticated syntax to elevate student's written language. The attention to language development and academic vocabulary is especially beneficial for English language learners, as is the in-depth focus on the essential features of writing genres and text structures. The explicit use of instructional scaffolds such as graphic organizers, collaborative discourse, small group and partner work, and intentional use of metacognition strategies support the needs of mildly or moderately impaired students.

Each study includes pre- and post-tests, rubrics for a scaffold set of tasks and work products throughout, and class profiles for progress monitoring. Additionally, America's Choice recommends using the Developmental Reading Assessment (DRA) at grades K through eight in order to monitor accuracy, fluency and comprehension.

Through the genre studies and a comparable set of author studies, students become better readers as teachers focus compatible close reading strategies to improve comprehension, especially comprehension of complex informational and literary texts. America's Choice reading professional development works with any reading program that a school is using. Model lessons illustrate how to teach students to make ideas in different parts of a text cohere, to paraphrase

and summarize texts, and to use visual representations and graphic organizers to enhance comprehension. Another focus of professional development is improving classroom discussions to enhance comprehension of texts.

Mathematics

Our core instructional program in mathematics at the middle school level is designed around the school or district's adopted mathematics texts. The findings of the Trends in International Mathematics and Science Studies (TIMSS) and our own in-depth international benchmarking have focused attention on the need to balance skills, problem solving and conceptual understanding, and establishing a coherent sequence of mathematical study to move students towards higher mathematical proficiency and aligns to the ACT College Readiness Standards.

A further focus is on the design of the instructional environment in mathematics and strategies for providing differentiated instruction and establishing a climate of disciplined inquiry through use of effective instructional strategies and evidenced by Accountable Talk. We adopt a workshop approach with a balance of whole-class, small-group and individual instruction, and independent work. Our program is geared to a block of at least 60 minutes of mathematics instruction every day. The workshop is framed by routines and rituals that are consistent with those used other content areas but designed specifically to establish effective environments for learning in mathematics.

Finally, our grade level Mathematics Navigator screeners, designed for use early in the year in grades three through eight and that assess mastery of concepts and skills from the end of the prior grade, serve as universal screeners to help to identify Tier 1 needs (such as curriculum or knowledge gaps). These screeners also help identify students who are in need of additional Tier 2 support. A second, non-parallel screener, for use mid-year at each of grades three through eight, identifies concepts and skills that should be mastered throughout that particular grade.

Science

The America's Choice approach to science embraces a philosophy of "science as inquiry." Inquiry is the overarching theme of our instructional strategies and teaching models. It is informed by the psychological underpinnings of constructivism and supported by evidence that "hands-on" science fits well with the way people learn and construct knowledge. This approach emphasizes data collection and interpretation rather than memorization of the scientific method. To this end, we use a learning cycle called the "5E model"—Engage, Explore, Explain, Extend, and Evaluate. Both constructivism and the use of the 5E learning cycle are endorsed strongly by a range of professional science education groups and are reflected in the widely accepted National Science Education Standards (NSES) developed under the aegis of the National Research Council (1996). These standards address science teaching, science content, professional development, and science assessment. The NSES identify "Changing Emphases" for each of these areas and stress the importance helping students understand scientific concepts *and* develop inquiry skills. According to the NSES, students should "work more like scientists," and teachers should "use inquiry as an instructional strategy."

The America's Choice Science Model takes a workshop approach that balances of whole-class, small-group and individual instruction, and independent work based on a standard 55-minute class period. The workshop's routines and rituals are consistent with those used in other content areas but the framework of the 5E model establishes an engaging, hands-on environment for

learning science. What happens in the workshop varies by the type of scientific investigation and stage of discovery. Students write about, talk about, draw about, and read about science to gain a deeper understanding and command of science concepts, principles, and inquiry methods. The workshop promotes sound classroom management practices as well as lab routines necessary for conducting an inquiry approach to learning.

Realizing the Goal of College and Career Readiness

The alignment between the America's Choice Comprehensive Intervention Model for elementary schools and the Rigor & Readiness Comprehensive Intervention Model for middle and high schools makes it possible to realize the goal of scaffolding students' learning from the early years of schooling through to high school graduation, monitoring their growth regularly with tools that are aligned to goal of college and career readiness, and intervening as needed in a timely way, with targeted interventions to help students whose progress slows in order to help them get back on track to success.

Implementation Strategy

The implementation strategy for elementary and middle schools is to begin with all grades simultaneously. In high schools we begin at the 9th grade only. This serves to jump-start the process of systematically monitoring students' progress at the secondary level and providing targeted interventions. It also ensures that the system is reaching students before the factors that may present barriers to their progress become insurmountable. The plan extends to grade 10 in the second year of implementation and to grades 11 and 12 in the third and fourth years respectively. It includes a period of implementation support after the initial rollout at each grade level, with the level of external support gradually reduced as the schools and the district build capacity to sustain the initiative.

Building Capacity for Sustainability

The implementation plan is one of the strategies designed to support capacity building for sustainability. Key outcome areas for the model include the focused work on establishing the foundations of capacity for sustaining implementation. These include: building a data-led culture of learning and commitment to standards; distributing leadership; ensuring the leadership team includes the school's constituencies, and that subject and pedagogical expertise are recognized and developed; and giving faculty opportunities to emerge as leaders. Elements of the model focused on capacity building include: coaching the principal, building a high performing leadership team, incorporating coaches and coaching practices, developing model classrooms, and embedding professional development in the practice of teaching.

Outcomes-Based Measurement

Schools that adopt the America's Choice or Rigor and Readiness Comprehensive Intervention Models will have a range of measurable indicators of success. These include:

- Long-cycle academic measures, including results on the ISAT, PSAE and/or IAA, and scores on EXPLORE, PLAN and the ACT
- Academic progress-related longitudinal statistics, such as numbers of students requiring Tier 2 and Tier 3 interventions, by grade and longitudinally
- Short cycle academic measures; for example, formative assessments on QualityCore courses, pre-post scores on Tier 2
- District benchmark assessments

- Measures of school climate and culture, including results from the School Readiness Inventory; statistics on attendance and discipline referrals
- Student Attitude Surveys embedded in Tier 3 Ramp-Up courses
- Identification of Model Classrooms to serve as models for future continuing implementation beyond the intervention

To achieve these outcomes, we provide high quality, focused professional development, coaching and onsite technical assistance that builds internal capacity.

Conclusion

The Arkansas Department of Education contracted with America's Choice to begin working with targeted schools during the 2006-07 school year. Since that time America's Choice has worked with a total of 52 schools. During the 2009-10 school year, America's Choice is working with a total of 39 schools in 17 districts. This means that there are 13 schools that have been served by America's Choice at one point in time who are no longer receiving services from America's Choice. The 13 schools that are no longer receiving services from America's Choice fit into the following categories:

- 7 schools met their AMO for two consecutive years
- 3 schools applied for and received a waiver from the Arkansas Department of Education
- 2 schools were consolidated with another America's Choice school
- 1 school was replaced with another school that was in greater need of services from America's Choice

America's Choice has been engaged with Arkansas for the past 3 ½ years. The academic performance of each of these 52 schools was evaluated by looking at the mean scale scores on the ACTAAP Assessments that were administered at each of the schools. The mean scale score for all students in the state was also considered to compare the growth of students in America's Choice schools with students across the state. The performance of these 52 schools compared to the state of Arkansas is listed below:

- 6 of the 52 schools showed more growth than the state of Arkansas for all grades in both math and literacy since the spring of 2006
- 12 of the 52 schools showed growth for all grades in both math and literacy, some of this growth exceeded the growth for the state while some of the growth was less than the state as whole
- 34 of the 52 schools showed mixed results, meaning there was growth in some areas but there was at least one area where the mean scale score was lower in 2009 than it was in 2006
- 0 of the 52 schools showed a decline in the mean scale score for all grades in both math and literacy.

The following tables provide information about the schools that have received services from America's Choice. Most schools have received these services through a contract between the Arkansas Department of Education and America's Choice. A few school districts that have entered into contracts with America's Choice using local funds. These schools are highlighted in blue in the following tables.

Elementary Schools in the America's Choice School Design Year by Year

2006-07	2007-08	2008-09	2009-10
		Anna Strong Elementary	
Augusta K-8	Augusta K-8	Augusta K-8	Augusta K-8
Brady Elementary School	Brady Elementary School	Blevins Elementary School	
Cedar Park Elementary School	Cedar Park Elementary School	Brady Elementary School	
		Cedar Park Elementary School	
Chicot Elementary School			Central Elementary School - Forrest City
	East Elementary - Osceola		
Gardner-Strong Elementary	Gardner Strong Elementary	East Elementary - Osceola	
Gibbs Albright Elementary School			
Hermitage Elementary School	Hermitage Elementary School		
Lucilla Wood Elementary	Lucilla Wood Elementary	Lucilla Wood Elementary	
Lynch Drive Elementary School			
Marked Tree Elementary School			
Marvell Elementary School	Marvell Elementary School	Marvell Elementary School	Marvell Elementary School
Mildred Jackson Elementary	Mildred Jackson Elementary	Mildred Jackson Elementary	
			Stewart Elementary School - Forrest City
Tilles Elementary School	Tilles Elementary School		
Tuntrell Elementary School			
Watson Intermediate School	Watson Intermediate School	Watson Intermediate School	Watson Intermediate School - Little Rock
		Whitton Elementary School	Whitton Elementary School - Lee County
15 Elementary Schools	14 Elementary Schools	14 Elementary Schools	9 Elementary Schools

Middle Schools and Junior Highs in the America's Choice School Design Year by Year

2006-07	2007-08	2008-09	2009-10
Cloverdale Middle School	Cloverdale Middle School	Anna Strong Middle School Cloverdale Middle School	Anna Strong Middle School Cloverdale Middle School
Eliza Miller Junior High	Eliza Miller Junior High	Eliza Miller Junior High Forest Heights Middle School	College Hill Middle School Eliza Miller Junior High Forest Heights Middle School
			Forrest City Junior High
	Henderson Middle School	Henderson Middle School	Henderson Middle School
	Mabelvale Middle School McRae Middle School	Mabelvale Middle School	Lincoln Middle School Mabelvale Middle School
			North Heights Junior High
Rose City Middle School	Rose City Middle School	Rose City Middle School	Rose City Middle School
Sylvan Hills Middle School	Sylvan Hills Middle School	Sylvan Hills Middle School	Sylvan Hills Middle School
Wynne Junior High			
6 Middle & Junior High Schools	7 Middle & Junior High Schools	8 Middle & Junior High Schools	12 Middle & Junior High Schools

High Schools in the America's Choice School Design Year by Year

2006-07	2007-08	2008-09	2009-10
Brinkley High School	Brinkley High School	Brinkley High School	Brinkley High School
			Central High School - West Helena
		Clarendon High School	Clarendon High School
		Cross County High School	
			Forrest City High School
Hermitage High School	Hermitage High School	Hermitage High School	Hermitage High School
	Hope High School	Hope High School	Hope High School
Hughes High School	Hughes High School	Hughes High School	Hughes K-12 School
	JA Fair High School	JA Fair High School	JA Fair High School
	Jacksonville High School	Jacksonville High School	Jacksonville High School
		Lee High School	Lee High School
Marvell High School	Marvell High School	Marvell High School	Marvell High School
	McClellan High School	McClellan High School	McClellan High School
Oak Grove High School	Oak Grove High School	Oak Grove High School	North Putaski High School
Prescott High School			Oak Grove High School
Turrell High School	Turrell High School	Turrell High School	Sylvan Hills High School
			Turrell High School
7 High Schools	10 High Schools	13 High Schools	18 High Schools
28 Total Schools	32 Total Schools	38 Total Schools	39 Total Schools

July 28 - 30	Stage I, II, III, IV	RUL & RUAL NEW HIRES	Leah Hannah	9	3	AC Office
July 31 - Aug 1	Stage I, II, III, IV	Ramp Up Math	Leah Hannah			Mabelvale MS
July 29 - 31	Stage I, II, III, IV	Elementary Math	Leah Hannah			Mabelvale MS
July 27 - 28	Stage I, II, III, IV	Elementary Math	Suzy Page	22		Mabelvale MS
Aug 1 - 3	Stage I, II, III, IV	MS/HS Literacy	Leah Hannah	2		Mabelvale MS
Aug 3 - 6	Stage I, II, III, IV	MS/HS OGL Literacy	Suzy Page	74	4	Mabelvale MS
Aug 6 - 7	Stage I, II, III, IV	Elementary Math	Leah Hannah			Mabelvale MS
Aug 4 - 5	Stage I	Elementary Math 3-5	Dorothy Doolittle	24	2	Pulaski Tech
Aug 5 - 7	Stage I, II, III, IV	MS/HS Literacy	Leah Hannah	65		Mabelvale MS
Aug 5 - 7	Stage I, II, III, IV	Ramp Up Math	Jamie Holmes	27	3	Mabelvale MS
Aug 5 - 6	Stage I, II, III, IV	MS/HS Literacy	Leah Hannah	21	3	Mabelvale MS
Aug 6 - 7	Stage I, II, III, IV	Elementary Math	Leah Hannah			Mabelvale MS

to Sep	Stage I-IV	Network	AV Staff			Public Community College
16-Sep	Stage I-IV	Network I	All Staff	81	1	South Pulaski Technical College
Sept. 21	Transition Schools	Navigator	Melanie Landrum	33	1	Little Rock AC Office
Sept. 22	Transition	Navigator	Bill Mullins	28	1	Arkadelphia - Dawson - Coop
Sept. 23	Transition Schools	Navigator	Melanie Landrum	25	1	Brinkley Convention Center
Sept. 24	Transition Schools	Navigator	Bill Mullins	20	1	Fort Smith
Sept. 25	Stages I-IV	Math Coach Training	Bill Mullins Judee Gunter	31	1	Little Rock
Sept. 28	Stages I-IV	Lit Coach Training	Leah Hannah Brenda Bankston	37	1	Little Rock
Sept. 29-30	Stages I-IV	Ramp Up Math	Bill Mullins Judee Gunter	18	2	Little Rock
Sept. 1	Stages I-IV	Ramp Up Math	Bill Mullins Judee Gunter			Little Rock
Sept. 2	Stages I-IV	Math	Bill Mullins Judee Gunter			Little Rock
Sept. 3	Stages I-IV	Math	Bill Mullins Judee Gunter			Little Rock
Sept. 4	Stages I-IV	Math	Bill Mullins Judee Gunter			Little Rock

Oct. 7	Stages I-IV	Math Navigator Lit	Bill Mullins Ashley	32	1	Little Rock
Oct. 8	Stages I-IV	Navigator	Brenda/Leah	23	1	Little Rock
Oct. 14	Stages I-IV	Network 2	All Staff	66	1	South Pulaski Technical College
Oct. 19	Stage II, III, IV	OGL MS/HS Lit	Leah/Brenda	52	1	Little Rock
Oct. 21	Transition Schools	Navigator	Suzy	22	1	Brinkley
Oct. 22	Transition Schools	Navigator	Bill	16	1	Fort Smith
Oct. 23	Transition Schools	Navigator	Brenda	7	1	Arkadelphia - Dawson Coop
Oct. 28	Stages I-IV	Leadership	All Staff	157	1	Agora Conference Center
Oct. 29	Transition Schools	Navigator	Suzy	27	1	Little Rock

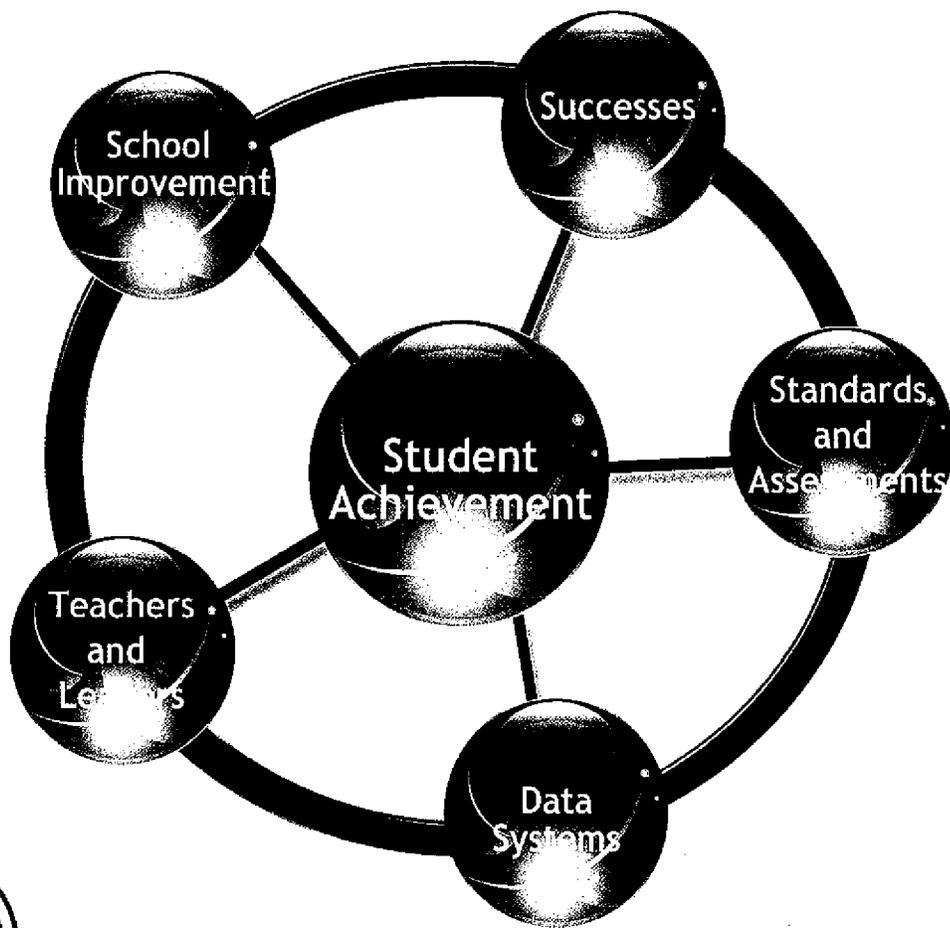
Nov. 5-6	Stages I-IV	IRUL & RUAL New Teachers	Brenda/Leah	43	2	Little Rock AC Office
Nov. 6	Stages I-IV	OG Literacy Grades 3-5	Suzy	2	1	Little Rock IRC
Nov. 6	Stages I-IV	Network 3	Tom Many	20	1	Hot Springs Convention Center
Nov. 12	Stages I-IV	OG Mathematics HS	Judce/Ashley	13	1	Little Rock
Nov. 12	Stages I-IV	OG Mathematics Grades K-2	Dorothy	11	1	Little Rock
Nov. 12	Stages I-IV	Ramp Up Math (New Teachers)	Bill	21	1	Little Rock

Jan. 15	Stages I-IV	OGEL Mathematics HS	Judee/Ashley		1	Little Rock
Jan. 15	Stages I-IV	OGEL Mathematics Grades K-2	Dorothy		1	Little Rock
Jan. 15	Stages I-IV	OGEL Mathematics Grades K-2	Dorothy		1	Little Rock
Jan. 20	Stages I-IV	Network 4	All Staff		1	Agora Conference Center
Jan. 25	Stage II, III, IV	OGEL MS Lit	Brenda		1	Little Rock
Jan. 25	Stage II, III, IV	OGEL HS Lit	Leah		1	Little Rock
Jan. 28	Stages I-IV	Math Coach Training	Bill		1	Little Rock
Jan. 29	Stages I-IV	Lit Coach Training	Suzy/Brenda		1	Little Rock AC Office
Feb. 15	Stages I-IV	OGEL Mathematics Grades 3-5	Dorothy		1	Little Rock
Feb. 15	Stages I-IV	OGEL Mathematics MS	Ashley/Judee		1	Little Rock
Feb. 15 - 16	Stages I-IV	RUL & RUAL New Teachers	Brenda		1	Little Rock

Feb. 24	Stages I-IV	Network 5	All Staff	1	Agora Conference Center
Mar. 17	Stages I-IV	Leadership	All Staff	1	Little Rock
11-May	Stages I-IV	Celebration Network - Network 6	All Staff	1	Agora Conference Center

**Note: Strategies for Content Literacy for Science and Social Studies & Standards-Based Instruction are conducted on-site throughout the year

Appendix F



(b) The provisions of this chapter shall not apply to the following sports administered by the association:

- (1) Football;
- (2) Basketball; and
- (3) Track and field.

History. Acts 1997, No. 1012, § 8.

6-22-108. Construction.

None of the provisions of this chapter shall be construed as to prohibit a school district from utilizing the services of the volunteers who operate under the supervision of certified school personnel.

History. Acts 1997, No. 1012, § 8.

Chapter 23

Arkansas Charter Schools Act of 1999

- Subchapter 1 — General Provisions
- Subchapter 2 — Conversion Public Charter Schools
- Subchapter 3 — Open-Enrollment Public Charter Schools
- Subchapter 4 — Open-Enrollment Public Charter Schools — Operation
- Subchapter 5 — Open-Enrollment Public Charter Schools — Funding
- Subchapter 6 — Limited Public Charter Schools

Subchapter 1

— General Provisions

- 6-23-101. Title.
- 6-23-102. Legislative intent.
- 6-23-103. Definitions.
- 6-23-104. Charter form for public charter schools — Requirements — Revision.
- 6-23-105. Basis and procedure for public charter school probation or charter modification, revocation, or denial of renewal.
- 6-23-106. Impact on school desegregation efforts.

6-23-101. Title.

This chapter shall be known and cited as the "Arkansas Charter Schools Act of 1999".

History. Acts 1999, No. 890, § 1.

6-23-102. Legislative intent.

It is the intent of the General Assembly, by this chapter, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently from the existing structure of local school districts as a method to accomplish the following:

- (1) Improve student learning;
- (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as low-achieving;
- (3) Encourage the use of different and innovative teaching methods;
- (4) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- (5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system; and
- (6) Hold the schools established under this chapter accountable for meeting measurable student achievement standards.

History. Acts 1999, No. 890, § 2.

6-23-103. Definitions.

As used in this chapter:

- (1) "Application" means the proposal for obtaining conversion public charter school status, open-enrollment public charter school status, or limited public charter school status;
- (2) "Charter" means a performance-based contract for an initial five-year period between the State Board of Education and an approved applicant for public charter school status that exempts the public charter school from state and local rules, regulations, policies, and procedures specified in the contract and from the provisions of this title specified in the contract;
- (3) "Conversion public charter school" means a public school that has converted to operating under the terms of a charter approved by the local school board and the state board;
- (4) "Eligible entity" means:
 - (A) A public institution of higher education;
 - (B) A private nonsectarian institution of higher education;
 - (C) A governmental entity; or
 - (D) An organization that:
 - (i) Is nonsectarian in its program, admissions policies, employment practices, and operations; and

(ii) Has applied for tax exempt status under § 501(c)(3) of the Internal Revenue Code of 1986;

(5) "Founding member" means any individual who is either:

(A) A member or an employee of the eligible entity applying for the initial charter for an open-enrollment public charter school; or

(B) A member of the initial governing nonadvisory board of the open-enrollment public charter school;

(6) "Limited public charter school" means a public school that has converted to operating under the terms of a limited public charter approved by the local school board and the state board;

(7) "Local school board" means a board of directors exercising the control and management of a public school district;

(8) (A) "Open-enrollment public charter school" means a public school that:

(i) Is operating under the terms of a charter granted by the state board on the application of an eligible entity;

(ii) May draw its students from any public school district in this state; and

(iii) Is a local educational agency under the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7801, as it existed on April 10, 2009,

(B) "Open-enrollment public charter school" also possesses the same meaning as given the term "charter school" in the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 7221i, as it existed on April 10, 2009;

(9) "Parent" means any parent, legal guardian, or other person having custody or charge of a school-age child;

(10) "Public school" means a school that is part of a public school district under the control and management of a local school board; and

(11) "Public charter school" means a conversion public charter school, an open-enrollment public charter school, or a limited public charter school.

History. Acts 1999, No. 890, § 3; 2003 (2nd Ex. Sess.), No. 22, § 2; 2005, No. 2005, § 2; 2007, No. 736, § 1; 2009, No. 1469, § 18.

6-23-104. Charter form for public charter schools — Requirements — Revision.

(a) A charter for a public charter school shall:

(1) Be in the form of a written contract signed by the Chair of the State Board of

Education and the chief operating officer of the public charter school;

(2) Satisfy the requirements of this chapter; and

(3) Ensure that the information required under § 6-23-404 is consistent with the information provided in the application and any modification that the State Board of Education may require.

(b) Any revision or amendment of the charter for a public charter school may be made only with the approval of the state board.

History. Acts 1999, No. 890, § 10; 2007, No. 736, § 2; 2009, No. 1469, § 19.

6-23-105. Basis and procedure for public charter school probation or charter modification, revocation, or denial of renewal.

(a) The State Board of Education may place a public charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the public charter school:

(1) Committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

(2) Failed to satisfy generally accepted accounting standards of fiscal management;

(3) Failed to comply with this chapter or other applicable law or regulation; or

(4) Failed to meet academic or fiscal performance criteria deemed appropriate and relevant for the public charter school by the state board.

(b) Any action the state board may take under this section shall be based on the best interests of the public charter school's students, the severity of the violation, and any previous violation the public charter school may have committed.

(c) The state board shall adopt a procedure to be used for placing a public charter school on probation or modifying, revoking, or denying renewal of the school's charter.

(d) (1) The procedure adopted under this section shall provide an opportunity for a hearing to the persons operating the public charter school.

(2) (A) The hearing shall be held at the location of the regular or special meeting of the state board.

(B) The state board shall provide sufficient written notice of the time and location of the hearing.

(3) There is no further right of appeal beyond the determination of the state board.

(4) The Arkansas Administrative Procedure Act, § 25-15-201 et seq., shall not apply to any hearing concerning a public charter school.

History. Acts 1999, No. 890, § 11; 2005, No. 2005, § 3; 2007, No. 736, § 3; 2009, No. 1469, § 23.

6-23-106. Impact on school desegregation efforts.

(a) The applicants for a public charter school, local school board in which a proposed public charter school would be located, and the State Board of Education shall carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

(b) The state board shall attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.

(c) The state board shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.

History. Acts 1999, No. 890, § 15; 2005, No. 2005, § 4; 2007, No. 736, § 4.

Subchapter 2
— Conversion Public Charter Schools

6-23-201. Application for conversion public charter school status.

6-23-202. Authorization for conversion public charter school status.

6-23-203. Resubmission of applications.

6-23-204. Charter renewal.

6-23-205. Teacher hires when charter revoked.

6-23-206. Rules and regulations.

6-23-207. [Repealed.]

6-23-201. Application for conversion public charter school status.

(a) (1) Any public school district may apply to the State Board of Education for conversion public charter school status for a public school in the public school district in accordance with a schedule approved by the state board.

(2) A public school district's application for conversion public charter school status for the public school may include, but shall not be limited to, the following purposes:

(A) Adopting research-based school or instructional designs, or both, that focus on improving student and school performance;

(B) Addressing school improvement status resulting from sanctions listed in §§ 6-15-207(c)(8) and 6-15-429(a) and (b); or

(C) Partnering with other public school districts or public schools to address

students' needs in a geographical location or multiple locations.

(b) Such application shall:

(1) (A) Describe the results of a public hearing called by the local school board for the purpose of assessing support of an application for conversion public charter school status.

(B) Notice of the public hearing shall be:

(i) Distributed to the community, certified personnel, and the parents of all students enrolled at the public school for which the public school district initiated the application; and

(ii) Published in a newspaper having general circulation in the public school district at least three (3) weeks prior to the date of the meeting;

(2) Describe a plan for school improvement that addresses how the conversion public charter school will improve student learning and meet the state education goals;

(3) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the conversion public charter school in improving student learning and meeting or exceeding the state education goals;

(4) Describe how the certified employees and parents of students to be enrolled in the conversion public charter school will be involved in developing and implementing the school improvement plan and identifying performance criteria;

(5) Describe how the concerns of certified employees and parents of students enrolled in the conversion public charter school will be solicited and addressed in evaluating the effectiveness of the improvement plan; and

(6) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the conversion public charter school will be exempt.

(c) (1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a charter for a public school conversion within that public school district may not be transferred to or be employed by the conversion public charter school over the certified teacher's objection, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within the public school district is not possible because only one (1) public school exists for that teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed conversion public charter school site and proceed, at the local school board's option, with the conversion public charter school application if a majority of the certified teachers approve the proposal.

History. Acts 1999, No. 890, § 4; 2001, No. 1311, § 1; 2005, No. 2005, § 5; 2007, No. 736, § 5.

6-23-202. Authorization for conversion public charter school status.

As requested by the conversion public charter school applicant, the State Board of Education shall review the application for conversion public charter school status and may approve any application that:

(1) Provides a plan for improvement at the school level for improving student learning and for meeting or exceeding the state education goals;

(2) Includes a set of performance-based objectives and student achievement objectives for the term of the charter and the means for measuring those objectives on at least a yearly basis;

(3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the conversion public charter school, as well as the certified employees and the broader community, in the process of carrying out the terms of the charter; and

(4) Includes an agreement to provide a yearly report to parents, the community, the local school board, and the state board that indicates the progress made by the conversion public charter school in meeting the performance objectives during the previous year.

History. Acts 1999, No. 890, § 4; 2007, No. 736, § 6.

6-23-203. Resubmission of applications.

(a) The State Board of Education may allow applicants to resubmit applications for conversion public charter school status if the original application was, in the opinion of the state board, deficient in one (1) or more respects.

(b) The Department of Education may provide technical assistance to the conversion public charter school applicants in the creation or modification of these applications.

History. Acts 1999, No. 890, § 4; 2007, No. 736, § 7.

6-23-204. Charter renewal.

The State Board of Education is authorized to renew charters of conversion public charter schools on a one-year or multiyear basis, not to exceed five (5) years, after the initial five-year period if the renewal is approved by the local school board.

History. Acts 1999, No. 890, § 4; 2005, No. 2005, § 6; 2007, No. 736, § 8.

6-23-205. Teacher hires when charter revoked.

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the charter is employed by a conversion public charter school and the charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

History. Acts 1999, No. 890, § 4; 2007, No. 736, § 9.

6-23-206. Rules and regulations.

The State Board of Education is authorized and directed to establish rules and regulations for conversion public charter schools.

History. Acts 1999, No. 890, § 4; 2007, No. 736, § 10.

6-23-207. [Repealed.]

Subchapter 3
— Open-Enrollment Public Charter Schools

6-23-301. Application forms and procedures for open-enrollment public charter schools.

6-23-302. Application for an open-enrollment public charter school.

6-23-303. Authorization for an open-enrollment public charter school.

6-23-304. Requirements — Preference for certain districts.

6-23-305. Notice of disapproval — Assistance with resubmission of application.

6-23-306. Contents of open-enrollment public charters.

6-23-307. Renewal of charter.

6-23-308. Priority hiring for teachers.

6-23-309. Rules and regulations.

6-23-310. Status report.

6-23-301. Application forms and procedures for open-enrollment public charter schools.

(a) The State Board of Education shall adopt:

(1) An application form, a schedule, and a procedure that must be used to apply for a charter for an open-enrollment public charter school; and

(2) Criteria to use in selecting a program for which a charter may be granted.

(b) The application form must provide space for including all information required under this chapter to be contained in the charter.

(c) As part of the application procedure, the state board may require a petition supporting a charter for an open-enrollment public charter school signed by a specified number of parents or guardians of school-age children residing in the area in which an open-enrollment public charter school is proposed, or it may hold a public hearing to determine parental support for the school.

History. Acts 1999, No. 890, § 8; 2007, No. 736, § 12.

6-23-302. Application for an open-enrollment public charter school.

(a) Pursuant to the provisions of this chapter, an eligible entity may apply to the State Board of Education to grant a charter for an open-enrollment public charter school to operate in a facility of a commercial or nonprofit entity or a public school district.

(b) The application to the state board for an open-enrollment public charter school shall be made in accordance with a schedule approved by the state board.

(c) The application shall:

(1) (A) Describe the results of a public hearing called by the applicant for the purpose of assessing support for an application for an open-enrollment public charter school.

(B) (i) Notice of the public hearing shall be published one (1) time a week for three (3) consecutive weeks in a newspaper having general circulation in each public school district from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment.

(ii) The last publication of notice shall be no less than seven (7) days prior to the public meeting.

(iii) The notice shall not be published in the classified or legal notice section of the newspaper.

(iv) The notice shall be published in no less than ten-point type and shall be no less than two by four inches (2" x 4") or four by two inches (4" x 2").

(C) (i) Within seven (7) calendar days following the first publication of notice required under subdivision (c)(1)(B) of this section, letters announcing the public hearing shall be sent to the superintendent of each of the public school districts from which the open-enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any public school district that is contiguous to the public school district in which the open-enrollment public charter school will be located.

(ii) An affected school district may submit written comments concerning the application to the state board to be considered at the time of the state board's review of the application;

(2) Describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet the state education goals;

(3) Outline the proposed performance criteria that will be used during the initial five-year period of the open-enrollment public charter school operation to measure its progress in improving student learning and meeting or exceeding the state education goals;

(4) List the specific provisions of this title and the specific rules and regulations promulgated by the state board from which the open-enrollment public charter school seeks to be exempted;

(5) (A) Describe the facility to be used for the open-enrollment public charter school and state the facility's current use and the facility's use for the immediately preceding three (3) years.

(B) If the facility to be used for an open-enrollment public charter school is a public school district facility, the open-enrollment public charter school must operate in the facility in accordance with the terms established by the local school board of the public school district in an agreement governing the relationship between the open-enrollment public charter school and the public school district.

(C) If the facility that will be used for the open-enrollment public charter school is owned by or leased from a sectarian organization, the terms of the facility agreement must be disclosed to the state board; and

(6) Include a detailed budget and a governance plan for the operation of the open-enrollment public charter school.

(d) (1) The application shall be first reviewed and approved by the local school board of the public school district in which the proposed open-enrollment public charter school will operate.

(2) (A) However, if the local school board disapproves the application, the applicant shall have an immediate right to proceed with a written notice of appeal to the state board.

(B) The state board shall hold a hearing within forty-five (45) calendar days after receipt of the notice of appeal.

(C) All interested parties may appear at the hearing and present relevant information regarding the application.

(e) A certified teacher employed by a public school district in the school year immediately preceding the effective date of a charter for an open-enrollment public charter school operated at a public school facility may not be transferred to or be employed by the open-enrollment public charter school over the certified teacher's objections.

History. Acts 1999, No. 890, § 5; 2001, No. 1311, § 2; 2005, No. 2005, § 7; 2007, No. 736, § 13; 2009, No. 1469, § 20.

6-23-303. Authorization for an open-enrollment public charter school.

As requested by the applicant for an open-enrollment public charter school, the State Board of Education shall review the application for an open-enrollment public charter school and may approve any application that:

(1) Provides a plan for academic achievement that addresses how the open-enrollment public charter school proposes to improve student learning and meet the state education goals;

(2) Includes a set of performance criteria that will be used during the initial five-year period of the open-enrollment public charter school's operation to measure its progress in

meeting its academic performance goals;

(3) Includes a proposal to directly and substantially involve the parents of students to be enrolled in the open-enrollment public charter school, the certified employees, and the broader community in carrying out the terms of the open-enrollment charter;

(4) Includes an agreement to provide an annual report to parents, the community, and the state board that demonstrates the progress made by the open-enrollment public charter school during the previous academic year in meeting its academic performance objectives;

(5) Includes a detailed budget, a business plan, and a governance plan for the operation of the open-enrollment public charter school; and

(6) Establishes the eligible entity's status as a tax-exempt organization under § 501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 14.

6-23-304. Requirements — Preference for certain districts.

(a) The State Board of Education may approve or deny an application based on:

(1) Criteria provided by law or by rule adopted by the state board;

(2) Findings of the state board relating to improving student performance and encouraging innovative programs; and

(3) Written findings or statements received by the state board from any public school district likely to be affected by the open-enrollment public charter school.

(b) The state board shall give preference in approving an application for an open-enrollment public charter school to be located in any public school district:

(1) When the percentage of students who qualify for free or reduced-price lunches is above the average for the state;

(2) When the district has been classified by the state board as in academic distress under § 6-15-428; or

(3) When the district has been classified by the Department of Education as in some phase of school improvement status under § 6-15-426 or some phase of fiscal distress under the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., if the fiscal distress status is a result of administrative fiscal mismanagement, as determined by the state board.

(c) (1) The state board may grant no more than a total of twenty-four (24) charters for open-enrollment public charter schools.

(2) An open-enrollment public charter applicant's school campus shall be limited to a single open-enrollment public charter school per charter except as allowed in subdivision (d)(3)

of this section.

(3) An open-enrollment public charter school shall not open in the service area of a public school district administratively reorganized under § 6-13-1601 et seq. until after the third year of the administrative reorganization.

(4) A private or parochial elementary or secondary school shall not be eligible for open-enrollment public charter school status.

(d) (1) The General Assembly recognizes by established relevant demonstrated educational accountability measures that the Knowledge Is Power Program (KIPP) Delta College Preparatory Open-Enrollment Charter School has:

(A) Improved student learning through innovative ideas and techniques;

(B) Increased learning opportunities for all students; and

(C) Created special emphasis on expanded learning experiences for students who were previously identified as low-achieving.

(2) As a result, the Knowledge Is Power Program is recognized as an effective method for:

(A) Meeting the statutory intent of this chapter;

(B) Closing the achievement gap in public schools for economically disadvantaged, racial, and ethnic subgroups, which is addressed by the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and § 6-15-1601 et seq.; and

(C) Otherwise providing an alternative education that has been proven adequate and equitable to Arkansas students.

(3) Therefore, a charter applicant that receives an approved open-enrollment public charter may petition the state board for additional licenses to establish an open-enrollment public charter school in any of the various congressional districts in Arkansas if the applicant meets the following conditions, subject to the normal application, review, and approval process of the state board:

(A) The approved open-enrollment public charter applicant has demonstrated success in student achievement gains, as defined by the state board;

(B) The approved open-enrollment public charter applicant has not:

(i) Been subject to any disciplinary action by the state board;

(ii) Been classified as in school improvement or academic or fiscal distress; and

(iii) Had its open-enrollment public charter placed on probation or

suspended or revoked; and

(C) The state board determines in writing by majority of a quorum of the state board present that the open-enrollment public charter applicant has generally established the educational program results and criteria set forth in this subdivision (d)(3).

History. Acts 1999, No. 890, §§ 5, 8, 13; 2001, No. 1311, § 3; 2005, No. 2005, § 8; 2007, No. 736, § 15; 2007, No. 827, § 117; 2009, No. 376, § 46.

6-23-305. Notice of disapproval — Assistance with resubmission of application.

(a) If the State Board of Education disapproves an application for an open-enrollment public charter school, the state board shall notify the applicant in writing of the reasons for such disapproval.

(b) The state board may allow the applicant for an open-enrollment public charter school to resubmit its application if the original application was found to be deficient by the state board.

(c) The Department of Education may provide technical assistance to the applicant for an open-enrollment public charter school in the creation or modification of its application.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 16.

6-23-306. Contents of open-enrollment public charters.

An open-enrollment public charter granted under this subchapter shall:

(1) Describe the educational program to be offered;

(2) Specify the period for which the open-enrollment public charter or any renewal is valid;

(3) Provide that the continuation or renewal of the open-enrollment public charter is contingent on acceptable student performance on assessment instruments adopted by the State Board of Education and on compliance with any accountability provision specified by the open-enrollment public charter, by a deadline, or at intervals specified by the open-enrollment public charter;

(4) Establish the level of student performance that is considered acceptable for purposes of subdivision (3) of this section;

(5) Specify any basis, in addition to a basis specified by this chapter, on which the open-enrollment public charter school may be placed on probation or its charter is revoked or on which renewal of the open-enrollment public charter may be denied;

(6) (A) Prohibit discrimination in admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows:

(i) The open-enrollment public charter school may adopt admissions

policies that are consistent with federal law, regulations, or guidelines applicable to charter schools;

(ii) The open-enrollment public charter school may allow a weighted lottery to be used in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation; and

(iii) The open-enrollment public charter may provide for the exclusion of a student who has been expelled from another public school district in accordance with this title;

(7) Specify the grade levels to be offered;

(8) Describe the governing structure of the program;

(9) Specify the qualifications to be met by professional employees of the program;

(10) Describe the process by which the persons providing the program will adopt an annual budget;

(11) Describe the manner in which the annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the persons providing the program will provide information necessary for the public school district in which the program is located to participate;

(12) Describe the facilities to be used, including the terms of the facility utilization agreement if the facility for the open-enrollment public charter school is owned or leased from a sectarian organization;

(13) Describe the geographical area, public school district, or school attendance area to be served by the program;

(14) (A) Specify methods for applying for admission, enrollment criteria, and student recruitment and selection processes.

(B) (i) Except as provided in subdivision (14)(C) of this section, if more eligible students apply for a first-time admission than the open-enrollment public charter school is able to accept, the open-enrollment public charter must require the open-enrollment public charter school to use a random, anonymous student selection method that shall be described in the charter application.

(ii) However, an open-enrollment public charter school may allow a preference for:

(a) (1) Children of the founding members of the eligible entity.

(2) The number of enrollment preferences granted to children of founding members shall not exceed ten percent (10%) of the total number of students

enrolled in the open-enrollment public charter school; and

(b) Siblings of students currently enrolled in the open-enrollment public charter school.

(C) The open-enrollment public charter may allow use of a weighted lottery in the student selection process when necessary to comply with Title VI of the federal Civil Rights Act of 1964, Title IX of the federal Education Amendments of 1972, the equal protection clause of the Fourteenth Amendment to the United States Constitution, a court order, or a federal or state law requiring desegregation, as permitted by the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the United States Department of Education, July, 2004; and

(15) Include a statement that the eligible entity will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

History. Acts 1999, No. 890, § 9; 2001, No. 463, § 1; 2007, No. 736, § 17; 2009, No. 1469, § 21.

6-23-307. Renewal of charter.

After the initial five-year period of an open-enrollment public charter, the State Board of Education is authorized to renew the open-enrollment public charter on a one-year or multiyear basis, not to exceed five (5) years.

History. Acts 1999, No. 890, § 5; 2001, No. 1311, § 4; 2005, No. 2005, § 9; 2007, No. 736, § 18.

6-23-308. Priority hiring for teachers.

If a certified teacher employed by a public school district in the school year immediately preceding the effective date of the open-enrollment public charter is employed by an open-enrollment public charter school and the open-enrollment public charter is revoked, the certified teacher will receive a priority in hiring for the first available position for which the certified teacher is qualified in the public school district where the certified teacher was formerly employed.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 19.

6-23-309. Rules and regulations.

The State Board of Education is authorized to promulgate rules and regulations for the creation of open-enrollment public charter schools.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 20.

6-23-310. Status report.

The State Board of Education shall report on the status of the open-enrollment public charter school programs to the General Assembly each biennium and to the House Interim Committee on Education and the Senate Interim Committee on Education during the interim between regular sessions of the General Assembly.

History. Acts 1999, No. 890, § 5; 2007, No. 736, § 21.

Subchapter 4
— Open-Enrollment Public Charter Schools — Operation

6-23-401. Authority under a charter for open-enrollment public charter schools.

6-23-402. Enrollment numbers and deadline.

6-23-403. Annual audit of open-enrollment public charter school required.

6-23-404. Evaluation of open-enrollment public charter schools.

6-23-401. Authority under a charter for open-enrollment public charter schools.

(a) An open-enrollment public charter school:

(1) Shall be governed by an eligible entity that is fiscally accountable and under the governing structure as described by the charter;

(2) Shall provide instruction to students at one (1) or more elementary or secondary grade levels as provided by the charter;

(3) Shall retain authority to operate under the charter contingent on satisfactory student performance as provided by the charter and in accordance with this chapter;

(4) Shall have no authority to impose taxes;

(5) Shall not incur any debts without the prior review and approval of the Commissioner of Education;

(6) Shall not charge students tuition or fees that would not be allowable charges in the public school districts; and

(7) Shall not be religious in its operations or programmatic offerings.

(b) An open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by this title and any rule and regulation promulgated by the State Board of Education under this title relating to:

(1) Monitoring compliance with this chapter, as determined by the commissioner;

(2) Public school accountability under this title;

- (3) High school graduation requirements as established by the state board;
- (4) Special education programs as provided by this title;
- (5) Conducting criminal background checks for employees as provided in this title; and
- (6) Health and safety codes as established by the state board and local governmental entities.

History. Acts 1999, No. 890, § 6; 2007, No. 736, § 22.

6-23-402. Enrollment numbers and deadline.

(a) An open-enrollment public charter school may enroll a number of students not to exceed the number of students specified in its charter.

(b) (1) Any student enrolling in an open-enrollment public charter school shall enroll in that school by July 30 for the upcoming school year during which the student will be attending the open-enrollment public charter school.

(2) However, if a student enrolled by July 30 should no longer choose to attend the open-enrollment public charter school, the open-enrollment public charter school may enroll a replacement student.

(c) Open-enrollment public charter schools shall keep records of attendance in accordance with the law and submit quarterly attendance reports to the Department of Education.

History. Acts 1999, No. 890, § 7; 2001, No. 1311, § 5; 2005, No. 2005, § 10; 2007, No. 736, § 23.

6-23-403. Annual audit of open-enrollment public charter school required.

Any other provisions of the Arkansas Code notwithstanding, an open-enrollment public charter school shall be subject to the same auditing and accounting requirements as any other public school district in the state.

History. Acts 1999, No. 890, § 14; 2007, No. 736, § 24.

6-23-404. Evaluation of open-enrollment public charter schools.

(a) The Department of Education shall cause to be conducted an annual evaluation of open-enrollment public charter schools.

(b) An annual evaluation shall include, but not be limited to, consideration of:

- (1) Student scores under the statewide assessment program described in § 6-15-433;
- (2) Student attendance;

- (3) Student grades;
- (4) Incidents involving student discipline;
- (5) Socioeconomic data on students' families;
- (6) Parental satisfaction with the schools; and
- (7) Student satisfaction with the schools.

(c) The State Board of Education may require the charter holder to appear before the state board to discuss the results of the evaluation and to present further information to the state board as the department or the state board deems necessary.

History. Acts 1999, No. 890, § 12; 2001, No. 1311, § 6; 2007, No. 736, § 25.

Subchapter 5

— Open-Enrollment Public Charter Schools — Funding

- 6-23-501. Funding for open-enrollment public charter schools.
- 6-23-502. Source of funding.
- 6-23-503. Use of funding.
- 6-23-504. Employee benefits.
- 6-23-505. Annual audit.
- 6-23-506. Assets of school as property of state.
- 6-23-507. Rules and regulations.

6-23-501. Funding for open-enrollment public charter schools.

(a) (1) An open-enrollment public charter school shall receive funds equal to the amount that a public school would receive under § 6-20-2305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the State Board of Education.

(2) (A) For the first year of operation and for the first year the open-enrollment public charter school adds a new grade, the foundation funding and enhanced educational funding for an open-enrollment public charter school is determined as follows:

(i) The initial funding estimate shall be based on enrollment as of July 30 preceding the school year in which the students are to attend classes;

(ii) In December, funding will be adjusted based upon the first quarter average daily membership; and

(iii) A final adjustment will be made after the current three-quarter average daily membership is established.

(B) For the second year and each school year thereafter, the previous year's

average daily membership will be used to calculate foundation funding and any enhanced educational funding amounts.

(3) National school lunch state categorical funding under § 6-20-2305(b)(4) shall be provided to an open-enrollment public charter school as follows:

(A) For the first year of operation, free or reduced-price meal eligibility data as reported by October 1 of the current school year will be used to calculate the national school lunch state categorical funding under the state board rules governing special needs funding; and

(B) For the second year and each school year of operation thereafter, the previous year's October 1 national school lunch student count as specified in state board rules governing special needs funding will be used to calculate national school lunch state categorical funding for the open-enrollment public charter school.

(4) Professional development funding under § 6-20-2305(b)(5) shall be provided to an open-enrollment public charter school for the first year of operation as follows:

(A) (i) In the first year of operation the open-enrollment public charter school shall receive professional development funding based upon the initial projected enrollment student count as of July 30 preceding the school year in which the students are to attend, multiplied by the per-student professional development funding amount under § 6-20-2305(b)(5) for that school year.

(ii) For the second year and each school year thereafter, professional development funding will be based upon the previous year's average daily membership multiplied by the per-student professional development funding amount for that school year.

(5) The Department of Education shall distribute other categorical funding under § 6-20-2305(a) and (b) for which an open-enrollment public charter school is eligible as provided by state law and rules promulgated by the state board.

(6) An open-enrollment public charter school shall not be denied foundation funding, enhanced educational funding, or categorical funding in the first year or any year of operation provided that the open-enrollment public charter school submits to the department the number of students eligible for funding as specified in applicable rules.

(7) Funding for an open-enrollment public charter school shall be paid in twelve (12) equal installments each fiscal year.

(b) An open-enrollment public charter school may receive any state and federal aids, grants, and revenue as may be provided by law.

(c) Open-enrollment public charter schools may receive gifts and grants from private sources in whatever manner is available to public school districts.

(d) (1) An open-enrollment public charter school shall have a right of first refusal to purchase or lease for fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws its students if the

public school district decides to sell or lease the public school facility.

(2) The public school district may not require lease payments that exceed the fair market value of the property.

(3) The application of this subsection (d) is subject to the rights of a repurchaser under § 6-13-103 regarding property taken by eminent domain.

(4) A public school district is exempt from the provisions of this subsection (d) if the public school district, through an open bid process, receives and accepts an offer to lease or purchase the property from a purchaser other than the open-enrollment public charter school for an amount that exceeds the fair market value.

(5) The purposes of this subsection (d) are to:

(A) Acknowledge that taxpayers intended a public school facility to be used as a public school; and

(B) Preserve the option to continue that use.

(6) Nothing in this subsection (d) is intended to diminish the opportunity for an Arkansas Better Chance program to bid on the purchase or lease of the public school facility on an equal basis as the open-enrollment public charter school.

History. Acts 1999, No. 890, § 7; 2001, No. 1311, § 7; 2003 (2nd Ex. Sess.), No. 59, § 3; 2005, No. 2005, § 11; 2007, No. 736, § 26; 2009, No. 1469, § 22.

6-23-502. Source of funding.

(a) Open-enrollment public charter schools shall be funded each year through funds set aside from funds appropriated to state foundation funding aid in the Public School Fund.

(b) The amount set aside shall be determined by the State Board of Education.

History. Acts 1999, No. 890, § 7; 2001, No. 1311, § 8; 2007, No. 736, § 27.

6-23-503. Use of funding.

(a) An open-enrollment public charter school may not use the moneys that it receives from the state for any sectarian program or activity or as collateral for debt.

(b) (1) No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions.

(2) Every contract or lease into which an open-enrollment public charter school enters shall include the wording of subdivision (b)(1) of this section.

History. Acts 1999, No. 890, § 7; 2007, No. 736, § 28.

6-23-504. Employee benefits.

Employees of an open-enrollment public charter school shall be eligible to participate in all benefits programs available to public school employees.

History. Acts 1999, No. 890, § 7; 2007, No. 736, § 29.

6-23-505. Annual audit.

An open-enrollment public charter school shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the State Board of Education.

History. Acts 1999, No. 890, § 7; 2007, No. 736, § 30.

6-23-506. Assets of school as property of state.

(a) Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school.

(b) (1) If the open-enrollment public charter school used state funds to purchase or finance personal property, real property, or fixtures for use by the open-enrollment public charter school, the State Board of Education may require that the property be sold.

(2) The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

History. Acts 1999, No. 890, § 7; 2007, No. 736, § 31.

6-23-507. Rules and regulations.

The State Board of Education shall have the authority to promulgate rules and regulations in accordance with other state and federal statutes to implement this subchapter and § 6-23-402.

History. Acts 1999, No. 890, § 7.

Subchapter 6
— Limited Public Charter Schools

6-23-601. Application for limited public charter school status — Approval — Teacher transfers — Annual evaluation.

6-23-601. Application for limited public charter school status — Approval — Teacher transfers — Annual evaluation.

(a) (1) Any public school may apply to the State Board of Education for limited public charter school status for alternative comprehensive staffing and compensation programs designed to enhance student and teacher performance and improve employee salaries, opportunities, and incentives, to be known as a limited public charter school.

(2) A limited public charter shall be for the purpose of instituting alternative staffing practices in accordance with a schedule approved by the state board.

(3) A limited public charter shall be initially established for a period of no more than five (5) years and may be renewed on a one-year or multiyear basis, not to exceed five (5) years per charter renewal.

(b) The application shall:

(1) (A) Contain the provisions of this title and the specific rules and regulations promulgated by the state board from which the limited public charter school will be exempt.

(B) The provisions from which the public school district may be exempt for the limited public charter school only shall be limited to the following:

(i) The duty-free lunch period requirements set forth in § 6-17-111;

(ii) The daily planning period requirements set forth in § 6-17-114;

(iii) The committee on personnel policies requirements set forth in § 6-17-201 et seq.; and

(iv) Standards for accreditation set forth in the Arkansas Code, set forth by the Department of Education, or set forth by the state board.

(C) No limited public charter school may be allowed an exemption that would allow a full-time certified employee to be paid less than the salary provided in the public school district's salary schedule for that employee;

(2) Describe a plan for school improvement that addresses how the limited public charter school will improve student learning and meet the state education goals;

(3) Describe how the certified employees at the limited public charter school will be involved in developing and implementing the school improvement plan set forth in subdivision (b)(2) of this section and in identifying performance criteria;

(4) Outline proposed performance criteria that will be used during the initial five-year period of the charter to measure the progress of the limited public charter school in improving student learning and meeting or exceeding the state education goals; and

(5) Be reviewed as a regular agenda item and approved after sufficient public comment

by the local school board and the state board.

(c) (1) Any application to obtain limited public charter school status approved by a local school board shall be forwarded by the local school board to the state board.

(2) If a local school board does not approve a public school's application, the local school board shall inform the applicants and faculty of the public school of the local school board's reasons for not approving the application.

(d) (1) A certified teacher employed by a public school in the school year immediately preceding the effective date of a limited public charter for a limited public charter school within that public school district may not be transferred to or be employed by the limited public charter school over the certified teacher's objections, nor shall that objection be used as a basis to deny continuing employment within the public school district in another public school at a similar grade level.

(2) If the transfer of a teacher within a public school district is not possible because only one (1) public school exists for the teacher's certification level, then the local school board shall call for a vote of the certified teachers in the proposed limited public charter school site and proceed, at the local school board's option, with the limited public charter school application if a majority of the certified teachers approve the proposal.

(3) (A) A certified teacher choosing to join the staff of a limited public charter school shall be employed by the district by a written contract as set forth in § 6-13-620(4), with the contract being subject to the provisions of The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq.

(B) (i) The certified teacher shall also enter into a separate supplemental contract specifically for the teacher's employment in the limited public charter school, with the supplemental contract being exempt from The Teacher Fair Dismissal Act of 1983, § 6-17-1501 et seq., and from § 6-17-807.

(ii) Termination of the supplemental contract shall not be used as a basis to deny continued employment of the teacher within the public school district in another public school at a similar grade level.

(e) (1) Limited public charter schools shall be evaluated annually by the department based on criteria approved by the state board, including, but not limited to, student performance data in order to determine progress in student achievement that has been achieved by the limited public charter school.

(2) The department shall annually report its evaluation to the state board.

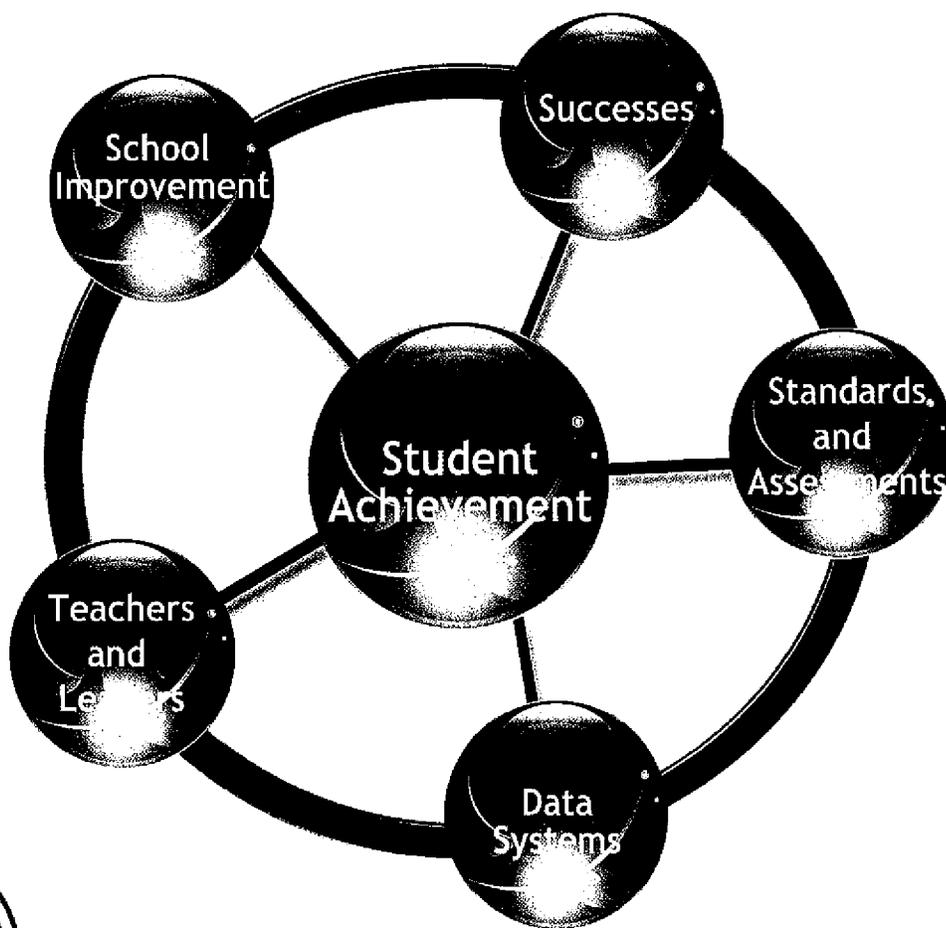
(3) Based upon that evaluation, the state board may revoke a limited public charter.

(f) The state board shall promulgate rules and regulations necessary for the implementation of this subchapter.

History. Acts 2001, No. 1311, § 9; 2005, No. 2005, § 12; 2007, No. 736, § 32.

Appendix G

Budget



APPENDIX G: RACE TO THE TOP BUDGET AND SUPPORTING DOCUMENTATION

Contents

Budget Part I: Budget Summary Table..... 2

Budget Part I: SEA Allocations, by project..... 3

Budget Part I: LEA Subgrant Allocations 4

Budget: Indirect Cost Information..... 6

Project-Level Budget: Building Statewide Capacity 7

Project-Level Budget: Curriculum Development..... 10

Project-Level Budget: State-wide Longitudinal Data System 13

Project-Level Budget: Unified Resource Portal 15

Project-Level Budget: Student Growth Model Revision..... 18

Project-Level Budget: New Teacher Evaluation System..... 20

Project-Level Budget: New Principal Evaluation System 23

Project-Level Budget: Differentiated Compensation Pilot..... 26

Project-Level Budget: Expansion of Teach For America..... 28

Project-Level Budget: Effective Special Education (SPED)..... 30

Project-Level Budget: Effective English as a Second Language Teachers (ESL) 34

Project-Level Budget: STEM Teacher Prep RFP, Alternative Teacher Prep RFP..... 36

Project-Level Budget: Smart Leadership..... 38

Project-Level Budget: Smart Teaching and Learning 41

Project-Level Budget: Teacher Working Condition Study..... 44

Project-Level Budget: NORMES 46

Project-Level Budget: Turning Around The Lowest Achieving Schools..... 49

Project-Level Budget: STEM Expansion..... 51

Project-Level Budget: Early Childhood Success..... 55

Project-Level Budget: College Based Secondary Area Technical Centers 57

Budget Part I: Budget Summary Table

Budget Part I: Summary Budget Table (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Personnel	\$ 7,558,494	\$ 10,962,441	\$ 10,989,831	\$ 9,536,357	\$ 39,047,124
2. Fringe Benefits	2,009,546	2,030,747	2,041,104	1,586,814	7,668,211
3. Travel	1,335,800	1,280,390	594,160	511,570	3,721,920
4. Equipment	959,100	320,000	210,000	-	1,489,100
5. Supplies	859,261	594,775	463,400	433,650	2,351,086
6. Contractual	25,391,100	18,222,496	18,463,678	12,989,396	75,066,670
7. Training Stipends	75,000	74,000	74,000	72,000	295,000
8. Other	433,300	431,500	431,500	431,500	1,727,800
9. Total Direct Costs (lines 1-8)	38,621,601	33,916,350	33,267,673	25,561,287	131,366,911
10. Indirect Costs	2,483,740	2,164,469	1,944,184	1,369,323	7,961,717
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	11,800,328	11,932,708	11,959,434	12,336,569	48,029,040
13. Total Costs (lines 9-12)	52,905,669	48,013,527	47,171,292	39,267,179	187,357,667
14. Funding Subgranted to Participating LEAs (50% of Total Grant)	52,905,669	48,013,527	47,171,292	39,267,179	187,357,667
15. Total Budget (lines 13-14)	\$ 105,811,339	\$ 96,027,054	\$ 94,342,583	\$ 78,534,359	\$ 374,715,335

Budget Part I: SEA Allocations, by project

Budget Part I: Allocations, by project (Evidence for selection criterion (A)(2)(i)(d))		
Project	Section of Application	Budget
Building Statewide Capacity	(A)(2)	\$ 11,274,874
College Based Secondary Area Technical Centers	Invitational Priority 5	\$ 6,289,037
Compensation Pilot	(D)(2)(iv)(b)	\$ 10,000,000
Curriculum Development	(B)(3)	\$ 7,159,120
Early Childhood Success	Invitational Priority 3	\$ 10,800,000
Effective English as a Second Language Teachers (ESL)	(D)(3)	\$ 1,667,195
Effective Special Education (SPED)	(D)(3)	\$ 4,141,320
Expansion of TFA	(D)(3)	\$ 3,300,000
New Principal Evaluation	(D)(2)(ii), (D)(2)(iii), (D)(2)(iv)	\$ 483,942
New Teacher Evaluation System	(D)(2)(ii), (D)(2)(iii), (D)(2)(iv)	\$ 2,144,535
NORMES	(D)(5)	\$ 545,611
Smart Leadership	(D)(5)	\$ 7,141,772
Smart Teaching and Learning	(D)(5)	\$ 49,953,926
State-wide Longitudinal Data System	(C)(2), (C)(3)	\$ 10,396,193
STEM Expansion	Invitational Priority 2	\$ 1,086,949
STEM Teacher Prep RFP, Alternative Teacher Prep RFP	(D)(4)	\$ 8,000,000
Student Growth Model Revision	(D)(2)(i)	\$ 2,400,000
Teacher Working Condition Study	(D)(5)	\$ 350,000
Turning Around The Lowest Achieving Schools	(E)(2)	\$ 42,000,000
Unified Resource Portal	(C)(2), (C)(3)	\$ 9,890,388

Budget Part I: LEA Subgrant Allocations

Budget Part I: LEA Subgrant Allocations, by project (Evidence for selection criterion (A)(2)(i)(d))						
Project	Associated with Criteria	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
Curriculum Development	(B)(3)	\$ 3,250,000	\$ 3,250,000	\$ 3,250,000	\$ 3,250,000	\$ 13,000,000
New Teacher Evaluation	(D)(2)(ii), (D)(2)(iii), (D)(2)(iv)	1,215,000	1,215,000	-	-	2,430,000
New Principal Evaluation	(D)(2)(ii), (D)(2)(iii), (D)(2)(iv)	-	575,505	575,505	-	1,151,010
Instructional Facilitators	(D)(2)(iv)(b)	2,160,000	2,160,000	2,160,000	2,160,000	8,640,000
Smart Leadership	(D)(5)	9,731,840	9,549,440	9,549,440	9,549,440	38,380,160
Smart Teaching & Learning	(D)(5)	6,759,410	6,591,410	6,591,410	6,591,410	26,533,640
STEM Expansion	Priority 2	9,413,330	10,584,407	11,936,809	11,717,207	43,651,753
Total Subgrant Allocations		32,529,580	33,925,762	34,063,164	33,268,057	133,786,563
Additional Subgrant <i>Funds added in order to ensure 50-50 balance of SEA to LEA funding</i>		20,376,089	14,087,765	13,108,128	5,999,122	53,571,104
Total LEA Subgrant		\$ 52,905,669	\$ 48,013,527	\$ 47,171,292	\$ 39,267,179	\$ 187,357,667

Budget Part I: Budget Summary Narrative

In order to bring about comprehensive reform, the State of Arkansas ("State") proposes twenty distinct projects in Race to the Top ("RTTT"). Each of these projects represents a significant investment in capacity development and education service delivery that will benefit both current and future students. The table in Budget Part I: SEA Allocations (page 3 of this appendix) provides an overview of funding requirements for each of the twenty projects. Detailed budgets for each project, and explanations of their component costs, are provided in the project level budgets found in the remainder of this appendix

Arkansas is a rural state. We have 264 school districts (including 20 charter schools) in our state with the average size of a school district being 1770 students. More than one third of our school districts have fewer than 630 children. Capacity has long been a challenge in Arkansas and synergies from economies of scale non-existent. Consequently, in addition to the twenty distinct projects in this application to be funded, there are two additional key financial considerations in our budget that mitigate this rural capacity weakness and capture it into a strength for disseminating our transformative reform plan throughout Arkansas, including the smallest and poorest regions of our State where the need is arguably the greatest:

- i. A substantial amount of these twenty projects will be designed and developed at the SEA level from which LEA's can utilize and benefit from. The capital-intensive and one time nature of these projects build capacity at levels that could not otherwise be direct borne and managed by small districts that have fewer than say 1,000 children. Our very high LEA MOU participation rate (95%) would strongly suggest that LEA's expect this assistance in capacity building from Arkansas. As a result, the budget is more naturally weighted toward state-level funding, resulting in a ration of 58% - 42%. In order to meet the assurance of guaranteeing that the LEA subgrant is equivalent to 50% of the State's total RTTT grant, additional funding totaling to approximately \$53 MM has been added to the LEA subgrant. This detail can be found on table in Budget Part I: LEA Subgrant Allocations (page 4 of this appendix).
- ii. A minimum funding floor of \$50,000 per LEA was created as the Title I allocation for X% of our LEA's would fall below this threshold which is the equivalent of one full time professional per LEA. We believe this minimum funding floor will ensure that no mandate is unfunded and that every LEA can participate to the full extent of RTTT that the MOU envisions. The breakdown of this subgrant can be found on table in Budget Part I: LEA Subgrant Allocations (page 4 of this appendix).

Budget: Indirect Cost Information

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

From: 7 / 1 / 2007

To: 6 / 30 / 2010

Approving Federal agency: ED Other

(Please specify agency): _____

Project-Level Budget: Building Statewide Capacity

Budget Part II: Project-Level Budget Table Project Name: Building Statewide Capacity Associated with Criteria: (A)(b) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 120,000	\$ 120,000	\$ 120,000	\$ 120,000	\$ 480,000
2. Fringe Benefits	30,000	30,000	30,000	30,000	120,000
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,843,902	1,760,896	1,729,840	1,411,196	6,745,834
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,993,902	1,910,896	1,879,840	1,561,196	7,345,834
10. Indirect Costs*	15,000	15,000	15,000	15,000	60,000
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	760,328	892,708	919,434	1,296,569	3,869,040
13. Total Costs (lines 9-12)	\$ 2,769,230	\$ 2,818,604	\$ 2,814,275	\$ 2,872,765	\$ 11,274,874

Project-Level Budget Narrative: Building Statewide Capacity

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Office of Innovation Director (1): To work with LEAs in developing projects to pioneer innovative, non-traditional education models. Responsibilities of this role include providing research support to LEAs, developing unique MOUs, and fund raising for projects developed within the Office of Innovation. This role will be sustained after Race to the Top through restructuring of the ADE's budget.	100%	\$80,000	\$320,000
Assistant to Office of Innovation Director (1)	100%	\$40,000	\$160,000

2) Fringe Benefits

Fringe Benefits	%	Personnel Costs	Total
Fringe benefits for Office of Innovation Staff, at Arkansas Department of Education Rate	25%	\$480,000	\$120,000

3) Travel – Not Applicable

4) Equipment – Not Applicable

5) Supplies – Not Applicable

6) Contractual

Contractual	% of All Project Budgets	Total
Office of the PMO & Fiscal Management Team: An RFP will be released to secure professional services to manage all aspects of the Race to the Top grant. These responsibilities include, but are not limited to: A) Assist in the vetting and validation of the up to 264 LEA MOU Scopes of work; B) Monitor and manage the implementation of Race to the Top funds consistent with the LEA MOU Scope of Work and other objectives in the State's plan; C) Monitor and manage the implementation of Race to the Top funds at the SEA level and provide independent, objective feedback on how the SEA can increase capacity for SEA investments based on the LEA reviews and other stakeholder reviews; and D) Develop, cross-train and eventually transfer the PMO capacity from the vendor to an internal team of ADE staff, including the tools, processes, data tracking systems and protocols necessary to continue to monitor and manage the reform after the Race to the Top grant ends with internally identified funds. Arkansas will prepare a PMO Vendor RFP ready to be issued within 48 hours of a Race to the Top grant award. This will allow the State to aggressively commence ensuring strong, rigorous and comprehensive scopes of work are finalized at the LEA level, the data systems	4%	\$6,745,834

are ready to collect and report Race to the Top related data, and the learning curve to fund deployment is steep and fast, changing this lack of expertise challenge to a world-class strength over the course of four years.		
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7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs

Indirect Costs:	%	Personnel Costs	Total
Indirect costs associated with the Office of Innovation	10%	\$600,000	\$60,000

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs

Activity	Total
Minimum Funding Floor: All participating LEAs will need a minimum of \$50,000 of funding per year to ensure that all RTTT obligations are met. This funding is to ensure that all participating receives at a minimum \$50,000.	\$3,869,040

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Curriculum Development

Budget Part II: Project-Level Budget Table Project Name: Curriculum Development Associated with Criteria: (B)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 214,000	\$ 220,420	\$ 227,033	\$ 233,844	\$ 895,296
2. Fringe Benefits	53,500	55,105	56,758	58,461	223,824
3. Travel	45,000	45,000	45,000	45,000	180,000
4. Equipment	-	-	-	-	-
5. Supplies	350,000	350,000	275,000	275,000	1,250,000
6. Contractual	1,340,000	1,090,000	1,090,000	1,090,000	4,610,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,002,500	1,760,525	1,693,791	1,702,304	7,159,120
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 2,002,500	\$ 1,760,525	\$ 1,693,791	\$ 1,702,304	\$ 7,159,120

Project-Level Budget Narrative: Curriculum Development

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
ADE Program Director (1): Hire, train, and deploy ADE Program Director and two staff to direct and implement all activities in supporting the transition to the Common Core Standards	100%	\$90,000	\$376,526
Staff (2)	100%	\$62,000	\$518,770

2) Fringe Benefits

Fringe Benefits	%	Personnel Costs	Total
Fringe benefits for Office of Innovation Staff, at Arkansas Department of Education Rate	25%	\$896,296	\$223,824

3) Travel

Travel:	Yearly Budget	Total
Travel, lodging, and meals for ADE Program Director and staff	\$45,000	\$180,000

4) Equipment

Equipment:	Yearly Budget	Total
Technology Costs (Computers & Blackberries)	\$10,000	\$4,500

5) Supplies

Equipment:	Yearly Budget	Total
Summer Institutes: Professional development for cooperative, ADE, school teams and selected higher education representatives focused on formative assessment as an integration of a process of assessment use, including the provision of feedback to learners, and of a purposefully designed methodology to gather evidence. Through a variety of means, teachers gather evidence of student learning during the course of instruction to make decisions about pedagogical action that will keep learning on track, ensuring that students met desired learning goals. Students are encourage to engage in metacognitive activity through self-assessment and with teacher feedback take the necessary steps to keep learning moving forward.	\$250,000	\$1,000,000
Training & Supplies for personnel	Year 1 & 2: \$100,000 Year 3 & 4: \$25,000	\$250,000

6) Contractual

Contractual	Total
Contract with Margaret Heritage: Lead the statewide professional development and capacity building efforts in formative assessment through institutes and virtual communication. Costs include Margaret Heritage's travel expenses.	\$120,000

Develop Content for Online Professional Development Programs	\$250,000
Release RFP (s) for the development of professional training modules and all associated materials including technology-based. Training modules will include but not be limited to Common Core Standards, frameworks, curriculum materials and assessment concepts and skills. Modules shall be developed as a trainer of training package for supervisors of professional learning including superintendents, central office staff, and cooperatives; supervisors at the school site who will support collaborative professional learning teams including principals and assistant principals; teacher leaders and school administrators who will facilitate team learning at their schools or in their districts; and, teachers who will participate in collaborative professional learning teams.	\$4,000,000

7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: State-wide Longitudinal Data System

Budget Part II: Project-Level Budget Table Project Name: State-wide Longitudinal Data System Associated with Criteria: (C)(2), (C)(3) (Evidence for selection criterion (A)(2)(f)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 465,500	\$ 477,138	\$ 489,066	\$ -	\$ 1,431,703
2. Fringe Benefits	148,960	152,684	156,501	-	458,145
3. Travel	9,500	9,500	9,500	-	28,500
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,976,598	3,424,300	2,131,838	-	7,532,736
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,600,558	4,063,622	2,786,905	-	9,451,085
10. Indirect Costs*	260,056	406,362	278,691	-	945,108
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 2,860,614	\$ 4,469,984	\$ 3,065,596	\$ -	\$ 10,396,193

Project-Level Budget Narrative: State-wide Longitudinal Data System

1) Personnel

ADE is requesting funds to cover the salaries of seven new full-time staff members: two Assistant Project Managers, one Administrative Assistant, and four positions—one each for the four Arkansas agencies that will be collaborating in the Arkansas Research Center (ARC). ADE's request in this grant application is unique this year in that funds are being requested to cover the salary expense of four of ADE's multiagency partners who will be integrated into the work of the ARC and who are expected to greatly enrich this effort. Salaries for these staff members will be \$465,500 in Year 1. ADE anticipates salary adjustments of 2.5% in Years 2 and 3 of the grant, bringing the totals for those two years to \$477,138 and \$489,066, respectively.

2) Fringe Benefits

In keeping with ADE's contracting and budgeting rules, fringe benefits for the seven full-time salaried staff members include social security (7.65%), unemployment insurance (2.10%), worker's compensation (1.03%), retirement (14%), and health insurance (\$4,200 per full-time equivalent [FTE]).

3) Travel

Under the funding provided by the 2009 IES grant—\$9,500 in each year of the grant— ADE will send two representatives from the project to the annual grantee conference in Washington, D.C. In addition, these funds will be used to enable members of the core project team to participate in professional conferences or other off-site activities for the purposes of gathering and sharing information and networking. Although the nature of this out-of-town travel will change and evolve over the three years, based on the expanded scope of work ADE is seeking an additional \$9,500 in each year in travel funding in the present grant. These funds will allow a greater amount of staff travel across a range of initiatives being pursued across all outcome areas. The funds will, for example, allow a greater level of participation in conferences and other gatherings and meetings around the utilization and adoption of national information and information exchange standards (i.e., NIEM, School Interoperability Framework [SIF], NEDM, and the NCES Handbook).

4) Equipment – *Not Applicable*

5) Supplies – *Not Applicable*

6) Contractual – *Not Applicable*

ADE proposes to enter into a number of contracts for hardware and software as well as consulting and training services for the purpose of achieving the SLDS goals described in this application. The costs in Years 1, 2, and 3 are estimated to be \$1,976,598, \$3,424,300, and \$2,131,838.

7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs

ADE has budgeted 10% for indirect costs, which is the rate that it has negotiated with the federal government. ADE anticipates that this rate will remain stable over the three years of the grant.

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Unified Resource Portal

Budget Part II: Project-Level Budget Table					
Project Name: Unified Resource Portal Associated with Criteria: (C)(2), (C)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 790,000	\$ 809,750	\$ 829,994	\$ -	\$ 2,429,744
2. Fringe Benefits	252,800	259,120	265,598	-	777,518
3. Travel	150,000	120,000	100,000	-	370,000
4. Equipment	789,000	320,000	210,000	-	1,319,000
5. Supplies	15,000	15,000	15,000	-	45,000
6. Contractual	1,350,000	1,350,000	1,350,000	-	4,050,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	3,346,800	2,873,870	2,770,592	-	8,991,262
10. Indirect Costs*	334,680	287,387	277,059	-	899,126
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 3,681,480	\$ 3,161,257	\$ 3,047,651	\$ -	\$ 9,890,388

Project-Level Budget Narrative: Unified Resource Portal

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
SSO Project Manager: This individual will be responsible for the overall leadership and management of the Single Sign-On System. Individual will be an expert in the area of software development.	100%	\$75,000	\$230,672
IT Specialist—Electronic Transcript System: This individual will be responsible for integrating the Single Sign-On System with ADE’s existing Electronic Transcript System transcript system. Individual will be proficient in the field of software development and will report to the SSO Project Manager.	100%	\$65,000	\$199,916
IT Specialist—Longitudinal Data System: This individual will be responsible for integrating the Single Sign-On System with ADE’s implementation of Longitudinal Data System BI. Individual will be proficient in the field of software development and will have experience using Longitudinal Data System. Individual will report to the SSO Project Manager.	100%	\$65,000	\$199,916
IT Specialist—APSCN: This individual will be responsible for integrating the Single Sign-On System with ADE’s existing APSCN system. Individual will be proficient in the field of software development and will report to the SSO Project Manager.	100%	\$65,000	\$199,916
IT Specialist—Data Visualization: This individual will be responsible for integrating the Single Sign-On System with ADE’s existing Data Visualization website. Individual will be proficient in the field of web/software development and will report to the SSO Project Manager.	100%	\$65,000	\$199,916
IT Specialist—Professional Development Portal: This individual will be responsible for integrating the Single Sign-On System with ADE’s Professional Development Portal. Individual will be proficient in the software development and will report to the SSO Project Manager.	100%	\$65,000	\$199,916
IT Specialist--Ad Hoc Systems (2): These individuals will be responsible for integrating the Single Sign-On System with ADE’s various ad hoc systems. Individuals will be proficient in the field of software development and will report to the SSO Project Manager.	200%	\$130,000	\$399,831
IT Specialist--Programming (3): These individuals will be responsible for the development of the Single Sign-On System. Individual will be experienced in the field of software development and will report to the SSO Project Manager.	300%	\$180,000	\$553,613
Administrative Assistant (2): These individuals will be responsible for assisting the Single Sign-On development staff. Individual will report to the SSO Project Manager.	200%	\$80,000	\$246,050

2) Fringe Benefits

Fringe Benefits	%	Personnel Costs	Total
Fringe benefits	32%	\$2,429,744	\$777,518

3) Travel

Travel:	Total
Travel To Conferences (Vendor, User Group, etc.)	\$ 75,000
Professional Development/Training (Certifications, Developer Training, etc.)	\$115,000
Educational Cooperative Training (Training to user-base)	\$118,000

4) Equipment

Equipment:	Total
Single Sign On Servers & Equipment: Acquisition of enterprise-grade servers, network architecture and software necessary to support single sign on infrastructure. Includes iSCSI network storage, virtualization software, operating system licenses and necessary hardware.	\$1,250,000
Staff Equipment: Staff computers, network equipment and necessary IT purchases to support thirteen staff members in single sign on office.	\$69,000

5) Supplies

Equipment:	Yearly Budget	Total
Office Supplies: General office supplies necessary for day-to-day and administrative operation of single sign on office.	\$15,000	\$45,000

6) Contractual

Contractual:	Yearly Budget	Total
Electronic Transcript System: Development of directory and authentication module to connect electronic transcript system to single sign on architecture.	\$150,000	\$450,000
Professional Development Portal: Development of directory and authentication module to connect professional development portal to single sign on architecture.	\$150,000	\$450,000
Longitudinal Data System/Business Intelligence: Development of directory and authentication module to connect longitudinal data system and business intelligence system to single sign on architecture.	\$300,000	\$900,000
APSCN Student & Financial Management Systems: Development of directory and authentication module to APSCN SMS & FMS to single sign on architecture.	\$300,000	\$900,000
Project Management: Third-party project management consultant to ensure successful completion of single sign on system project.	\$250,000	\$750,000
Other: Contractual expenses associated with developing single sign on modules for third party and ad hoc systems.	\$200,000	\$600,000

7) Training Stipends – Not Applicable

8) Other – Not Applicable

9) Total Direct Costs – See Project-Level Budget Table

10) Indirect Costs

ADE has budgeted 10% for indirect costs, which is the rate that it has negotiated with the federal government. ADE anticipates that this rate will remain stable over the three years of the grant.

11) Funding for Involved LEAs – Not Applicable

12) Supplemental Funding for Participating LEAs – Not Applicable

13) Total Costs – See Project-Level Budget Table

Project-Level Budget: Student Growth Model Revision

Budget Part II: Project-Level Budget Table Project Name: Student Growth Model Revision Associated with Criteria: (D)(2)(i) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	2,400,000	-	-	-	2,400,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,400,000	-	-	-	2,400,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 2,400,000	\$ -	\$ -	\$ -	\$ 2,400,000

Project-Level Budget Narrative: Unified Resource Portal

1) **Personnel – *Not Applicable***

2) **Fringe Benefits – *Not Applicable***

3) **Travel – *Not Applicable***

4) **Equipment – *Not Applicable***

5) **Supplies – *Not Applicable***

6) **Contractual**

The Arkansas's Department of Education will seek third-party assistance to revise the State's student growth model. The vendor will be expected to expand data system elements and analysis system to support greater teacher access to student level data, including professional development programs for teachers. In addition, the vendor will provide additional research and programming personnel to develop and implement teacher effectiveness measures using growth models.

The budget estimate is based on NORMES estimate for creating, piloting, refining, and finalizing a multi-variable calculation for student growth. This estimate is based on similar work that NORMES has performed on the Arkansas Gains Model and the growth model for NCLB.

7) **Training Stipends – *Not Applicable***

8) **Other – *Not Applicable***

9) **Total Direct Costs – *See Project-Level Budget Table***

10) **Indirect Costs – *Not Applicable***

11) **Funding for Involved LEAs – *Not Applicable***

12) **Supplemental Funding for Participating LEAs – *Not Applicable***

13) **Total Costs – *See Project-Level Budget Table***

Project-Level Budget: New Teacher Evaluation System

Budget Part II: Project-Level Budget Table Project Name: New Teacher Evaluation System Associated with Criteria: (D)(2)(ii), (D)(2)(iii), (D)(2)(iv) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 80,372	\$ 82,783	\$ 85,267	\$ -	\$ 248,422
2. Fringe Benefits	20,093	20,696	21,317	-	62,105
3. Travel	686,000	686,000	-	-	1,372,000
4. Equipment	1,800	-	-	-	1,800
5. Supplies	41,125	41,125	-	-	82,250
6. Contractual	84,000	99,000	-	-	183,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	913,390	929,604	106,583	-	1,949,577
10. Indirect Costs*	91,339	92,960	10,658	-	194,958
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 1,004,729	\$ 1,022,564	\$ 117,242	\$ -	\$ 2,144,535

Project-Level Budget Narrative: New Teacher Evaluation System

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
1 FTE: The Program Manager will be responsible for overall program implementation. Coordinate the implementation schedule, and support the training of the teachers and principal assessors. The direction, development and management. The director will serve as liaison to the ADE for project dissemination.	100%	\$ 60,214	\$186,115
.5 Administrative Assistant: Manages the day to day operations of the program office.	100%	\$20,158	\$62,306

2) Fringe Benefits

Fringe Benefits:	%	Personnel Expense	Total
Fringes were calculated at 25% of salary	25%	\$248,421	\$ 62,105

3) Travel

Travel:	Total
Meals, Administrator Training: \$71 per diem	\$497,000
Lodging, Administrator Training; 4 nights, 875 administrators per year	\$630,000
Service Charges & Taxes, Administrator Training	\$70,000
Mileage, Administrator Training	\$175,000

4) Equipment

Equipment:	Cost of Item	Total
Technology Costs (1staff), \$1,200 per: includes half allocation for shared admin resource	\$1,200	\$ 1,800

5) Supplies

Supplies:	Unit Cost	Total
Training Text: A Framework for Teachings (1750)	\$21.00	\$36,750
Training Materials for Administrators (1750)	\$25.00	\$43,750
Certificates (1750)	\$1.00	\$1,750
Video Training: Cost of Training Per Educator for (1750)	\$14.00	\$24,500

6) Contractual

Contractual:	Total
Trainers for Administrator Training, \$600 day, 4 days of training, 70 trainers	\$168,000
College Curriculum Development	\$15,000

- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs – *Not Applicable*
- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: New Principal Evaluation System

Budget Part II: Project-Level Budget Table Project Name: New Principal Evaluation System Associated with Criteria: (D)(2)(ii), (D)(2)(iii), (D)(2)(iv) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 80,372	\$ 82,783	\$ 85,267	\$ -	\$ 248,422
2. Fringe Benefits	20,093	20,696	21,317	-	62,105
3. Travel	51,120	-	-	-	51,120
4. Equipment	1,800	-	-	-	1,800
5. Supplies	-	-	-	-	-
6. Contractual	25,000	24,500	27,000	-	76,500
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	178,385	127,979	133,583	-	439,947
10. Indirect Costs*	17,839	12,798	13,358	-	43,995
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 196,224	\$ 140,777	\$ 146,942	\$ -	\$ 483,942

Project-Level Budget Narrative: New Principal Evaluation System

1) Personnel

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
1 FTE: The Director will be responsible for overall program direction, development and management. The director will serve as liaison to the ADE for project dissemination.	100%	\$ 60,214	\$186,115
.5 Administrative Assistant: Manages the day to day operations of the program office.	100%	\$20,158	\$62,306

2) Fringe Benefits

Fringe Benefits:	%	Personnel Expense	Total
Fringes were calculated at 25% of salary	25%	\$248,422	\$ 62,105

3) Travel

Travel:	Total
Lodging and Meals for Taskforce Working Sessions (36 people x 8 days)	\$40,320
Mileage, Taskforce; 36 people, three different meetings	\$10,800

4) Equipment

Equipment:	Cost of Item	Total
Technology Costs (1staff), \$1,200 per: includes half allocation for shared admin resource	\$1,200	\$ 1,800

5) Supplies – Not Applicable

6) Contractual

Contractual:	Total
Contracted Services: Facilitator to lead the Principal Evaluation Task Force: Sate procurement rules will limit it to \$25,000 per contract length.	\$37,500
Contract with Trainers for Principal / Superintendent Training. \$600 day, 2 days of training, 40 days of training. The training will be for two days and there will be approximately twenty trainers hired.	\$24,000
College Curriculum Development: Hire five (5) professors from AR colleges/universities to update teacher preparation curriculum to include the New Principal Evaluation training into the Education Leadership programs for the state. Rate is \$600 day; 5 days	\$15,000

7) Training Stipends – Not Applicable

8) Other – Not Applicable

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Differentiated Compensation Pilot

Budget Part II: Project-Level Budget Table Project Name: Differentiated Compensation Pilot Associated with Criteria: (D)(2)(iv)(b) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ 3,333,333	\$ 3,333,333	\$ 3,333,334	\$ 10,000,000
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	3,333,333	3,333,333	3,333,334	10,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ -	\$ 3,333,333	\$ 3,333,333	\$ 3,333,334	\$ 10,000,000

Project-Level Budget Narrative: Differentiated Compensation Pilot

1) Personnel

Personnel	Total
<p>Differentiated Compensation Pilot: Through the Race to the Top grant, Arkansas proposes to bring ten LEAs (inviting our persistently low performing schools and those that have experience with implementing differentiated compensation or have a desire to move in that direction) to the table to study how a state-wide model for differentiated compensation could work. The participating LEAs will also have an opportunity because of Race to the Top to pilot this new system with the understanding that they must sustain any successful efforts.</p> <p>Specific teachers and methodologies have yet to be decided. At an average incentive of \$10,000 per teacher, effecting up to 1000 teachers is expected. It is the State's intention to use this pilot to prove the efficacy of differentiated compensation models.</p>	<p>\$10,000,000</p>

- 2) Fringe Benefits – *Not Applicable*
- 3) Travel – *Not Applicable*
- 4) Equipment – *Not Applicable*
- 5) Supplies – *Not Applicable*
- 6) Contractual – *Not Applicable*
- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs – *Not Applicable*
- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Expansion of Teach For America

Budget Part II: Project-Level Budget Table Project Name: Expansion of TFA Associated with Criteria: (D)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	1,650,000	-	1,650,000	-	3,300,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	1,650,000	-	1,650,000	-	3,300,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 1,650,000	\$ -	\$ 1,650,000	\$ -	\$ 3,300,000

Project-Level Budget Narrative: Expansion of Teacher For America

- 1) Personnel – *Not Applicable*
- 2) Fringe Benefits – *Not Applicable*
- 3) Travel – *Not Applicable*
- 4) Equipment – *Not Applicable*
- 5) Supplies – *Not Applicable*
- 6) Contractual

Contractual	Total
Expansion of the Arkansas Delta Teach For America Program: Funding covers all cost of induction, training, mentoring, and licensing of an additional 120 TFA positions in the Delta region of Arkansas.	\$3,300,000

- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs – *Not Applicable*
- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Effective Special Education (SPED)

Budget Part II: Project-Level Budget Table Project Name: Effective Special Education (SPED) Associated with Criteria: (D)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 75,000	\$ 77,500	\$ 80,000	\$ 82,500	\$ 315,000
2. Fringe Benefits	22,500	23,200	23,900	24,600	94,200
3. Travel	-	-	-	-	-
4. Equipment	4,000	-	-	-	4,000
5. Supplies	-	-	-	-	-
6. Contractual	100,000	-	-	-	100,000
7. Training Stipends	72,000	72,000	72,000	72,000	288,000
8. Other	250,000	250,000	250,000	250,000	1,000,000
9. Total Direct Costs (lines 1-8)	523,500	422,700	425,900	429,100	1,801,200
10. Indirect Costs*	52,350	42,270	42,590	42,910	180,120
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	540,000	540,000	540,000	540,000	2,160,000
13. Total Costs (lines 9-12)	\$ 1,115,850	\$ 1,004,970	\$ 1,008,490	\$ 1,012,010	\$ 4,141,320

Project-Level Budget Narrative: Effective Special Education (SPED)

1) Personnel

Personnel: The following requested personnel will be hired as an employee of the ADE to provide leadership for this project.	% FTE	Base Salary	Total
Coordinator for High Priority Teacher Recruitment (1): The Coordinator will be responsible for activities outlined in AR 6-17-310 to assure the students in Arkansas are taught by highly qualified and effective teachers. In this capacity, the individual will provide leadership for development and coordination of programs, materials and other activities to recruit and retain teachers licensed in special education.	100%	\$75,000 A 3% cost of living increase will be reflected in yrs. 2-4.	\$75,000

2) Fringe Benefits

Fringe Benefits: Benefits were based on the total anticipated salary. The calculation was estimated to be 30% of the salary.	%	Total
Fringe benefits are considered to be social security, retirement, unemployment and insurance.	30%	\$22,500

3) Travel

Travel: Travel incurred by personnel will be calculated on the mileage and per diem reimbursement rate allowed by the State.	Total
Any travel expenditures will be considered in-kind expenses and budgeted as part of the Arkansas Department of Education.	\$0

4) Equipment

Equipment: Purchases of equipment will follow SEA policy for procurement.	Cost of Item	Item Description	Total
Laptop Computer (1) and Color Printer (1): One laptop computer and one color printer will be needed to supply the needs of the person hired to staff the Office of Teacher Recruitment.	\$2,000	Laptop Computer	\$4,000
	\$2,000	Color Printer	

5) Supplies

Supplies: Office supplies and materials necessary to carry out the activities of personnel in the Office of Teacher Recruitment.	Cost of Item	Item Description	Total
Supplies and materials used by personnel associated with this Project will be considered in-kind through the Arkansas Department of Education.			\$0

6) Contractual

Contractual: The Project will use procurement procedures outlined by the State of Arkansas for professional services contracts.	% of Time	Total
Requests for proposals will be solicited from accredited colleges of education within the state that offer special education coursework leading to special education endorsement. The priority for proposals will be the development and expansion of online courses for training teachers in all areas of the state.	10% for each college of education	\$100,000

7) Training Stipends

Training Stipends: Stipends will be in the form of reimbursement for tuition and incidental costs associated with graduate coursework in the area of special education.	Description	Cost	Total
General education licensed teachers will receive tuition reimbursement to assist with enrollment in graduate level special education courses. Increased numbers of teachers with special education knowledge will lead to more effective and qualified teachers.	Maximum of \$3,600 per teacher to reimburse for tuition and incidentals.	\$3,600 per teacher X 20 teachers per year = \$72,000 per year	\$288,000

8) Other

Activity	Purpose	Cost	#LEAs Involved	Total

Stipends for the expansion of mentoring programs.	To enable veteran general education teachers who add special education endorsement to receive support through mentors during their first year teaching special education.	\$2,500 including benefits per mentor + \$2,500 including benefits per veteran teacher for 1 year of mentoring = (Estimate 25 pairs each year)	266	\$500,000
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Activity	Purpose	Cost	#LEAs Involved	Total
Stipends for relocation and moving expenses.	To recruit teachers to special education in areas of the state designated as having a critical shortage.	\$2,500 per teacher estimating a minimum of 1 per district	50 The number of districts designated as critical is identified each year.	\$500,000

9) Total Direct Costs – See Project-Level Budget Table

10) Indirect Costs – Not Applicable

11) Funding for Involved LEAs – Not Applicable

12) Supplemental Funding for Participating LEAs

Activity	Purpose	Cost	Approx. #LEAs Involved	Total
Pilot program for administrative assistants/due process clerks.	To fund administrative assistants/due process clerks to assist schools in completing special education paperwork.	\$18,000 per clerk X 30 schools for 4 years.	3	2,160,000

Project-Level Budget: Effective English as a Second Language Teachers (ESL)

Budget Part II: Project-Level Budget Table Project Name: Effective English as a Second Language Teachers (ESL) Associated with Criteria: (D)(3) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	14,062	14,062	14,063	14,063	56,250
6. Contractual	-	-	-	-	-
7. Training Stipends	402,736	402,736	402,736	402,736	1,610,945
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	416,798	416,798	416,799	416,799	1,667,195
10. Indirect Costs	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 416,798	\$ 416,798	\$ 416,799	\$ 416,799	\$ 1,667,195

Project-Level Budget Narrative: Effective English as a Second Language Teachers

1) Personnel - *Not Applicable*

2) Fringe Benefits - *Not Applicable*

3) Travel - *Not Applicable*

4) Equipment - *Not Applicable*

5) Supplies

- Instructional materials (books, printing) \$125.00 per participant X 450 / 4 years

6) Contractual - *Not Applicable*

7) Training Stipends

Provide:

- Descriptions of training stipends to be provided: Stipends include tuition costs for graduate-level courses required for state ESL teacher certification endorsement
- The cost estimates and basis for these estimates. Tuition is estimated at \$3,595.86 per participant X 113 participants per year, incl. 3.3% increase for each of grant years 2 thru 4

Explain:

- The purpose of the training: Training is to increase the number of teachers in Arkansas who are trained and certified to teach ESL for English Language Learners (ELLs), and to teach core content to ELLs as required to meet state standards for graduation.
- Note: The Arkansas Department of Education would be partnering with the Race to the Top grant in providing ESL endorsement training for teachers; ADE will provide state funding for a supplemental summer program for teachers (the summer ESL Academy) to increase the number and percentage of teachers needed to provide instructional services for English Language Learners (ELLs).

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: STEM Teacher Prep RFP, Alternative Teacher Prep RFP

Budget Part II: Project-Level Budget Table Project Name: STEM Teacher Prep RFP, Alternative Teacher Prep RFP Associated with Criteria: (D)(4) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	2,000,000	2,000,000	2,000,000	2,000,000	8,000,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,000,000	2,000,000	2,000,000	2,000,000	8,000,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 2,000,000	\$ 8,000,000

Project-Level Budget Narrative: STEM Teacher Prep RFP, Alternative Teacher Prep RFP

- 1) Personnel – *Not Applicable*
- 2) Fringe Benefits – *Not Applicable*
- 3) Travel – *Not Applicable*
- 4) Equipment – *Not Applicable*
- 5) Supplies – *Not Applicable*
- 6) Contractual

Contractual	Total
<p>RFP: STEM Alternate Teacher Preparation Program: A \$4M RFP inviting higher education institutions to design, develop and implement within a year a complete alternative STEM teacher preparation program that serves the STEM needs of Arkansas’s rural schools. High education institutions such as those described above will be invited to partner or singularly develop a curriculum, recruiting, and staffing plan that meets the State’s credentialing requirements. The RFP would be payable \$1M in the first year for development, and then up to \$1M per year for the 3 years thereafter in tuition. Tuition is estimated at \$10,000/year enabling 100 new STEM teachers/year and 300 new teachers over the course of the RTTT grant at 100% paid tuition (i.e. free to students) to thereby eliminate the affordability constraint so often found in rural areas.</p>	<p>\$4,000,000</p>
<p>RFP: Non-STEM Alternative Teacher Preparation Program: A \$4M RFP inviting higher education institutions to design, develop and implement within a year a complete non-STEM teacher preparation program that serves the STEM needs of Arkansas’s rural schools. High education institutions such as those described above will be invited to partner or singularly develop a curriculum, recruiting, and staffing plan that meets the State’s credentialing requirements. The RFP would be payable \$1M in the first year for development, and then up to \$1M per year for the 3 years thereafter in tuition. Tuition is estimated at \$10,000/year enabling 100 new teachers/year and 300 new teachers over the course of the RTTT grant at 100% paid tuition (i.e. free to students) to thereby eliminate the affordability constraint so often found in rural areas.</p>	<p>\$4,000,000</p>

- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs – *Not Applicable*
- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Smart Leadership

Budget Part II: Project-Level Budget Table Project Name: Smart Leadership Associated with Criteria: (D)(5) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 625,000	\$ 625,000	\$ 625,000	\$ 625,000	\$ 2,500,000
2. Fringe Benefits	156,250	156,250	156,250	156,250	625,000
3. Travel	67,680	67,680	67,680	67,680	270,720
4. Equipment	21,000	-	-	-	21,000
5. Supplies	12,000	12,000	12,000	12,000	48,000
6. Contractual	2,000,000	250,000	250,000	250,000	2,750,000
7. Training Stipends	-	-	-	-	-
8. Other	70,800	69,000	69,000	69,000	277,800
9. Total Direct Costs (lines 1-8)	2,952,730	1,179,930	1,179,930	1,179,930	6,492,520
10. Indirect Costs* (10% of Direct Costs)	295,273	117,993	117,993	117,993	649,252
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 3,248,003	\$ 1,297,923	\$ 1,297,923	\$ 1,297,923	\$ 7,141,772

Project-Level Budget Narrative: Smart Leadership

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
School Leadership Support Program Leader (1): The leader will be responsible for overall leadership and management of the Leadership Institutes and Leadership Support Specialists. The leader will provide guidance on the development of the on-line leadership modules that support the leadership development plan for the state.	100%	\$125,000	\$500,000
School Leadership Support Program Leadership Regional Facilitators (5): The regional facilitators will work with the program leader to oversee the leadership and management of the institutes and specialists. The regional facilitators will be responsible for collecting, analyzing, interpreting and reporting data. The facilitators will ensure evaluation procedures are completed for the project.	100%	\$100,000	\$500,000

2) Fringe Benefits

<u>Fringe: calculated on 25% (with the guidelines below)</u> 14% teacher retirement (match) 7.65% SS and Medicare (match) 1% Unemployment 1% Worker's Compensation	\$250,000
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3) Travel

Travel: Travel expenses include the mile reimbursements of \$0.42 per mile, in addition to an amount of per diem of \$55	# trips	\$ per trip	Total
Monthly project meetings and regional meetings. 250 miles round trip for regional/project meetings @ \$.042, hotel costs \$150.00 per night, and \$55.00 meals = \$310.00	12x 6 people (1 leader, 5 regional facilitators)	\$310.00	\$22,320
Daily on-site coaching and support for schools 15 school trips for 15 days per month on-site with schools 100 miles round trip to schools @ \$0.42 x estimated 15 trips = \$630.00 per person	15 trips x 12 months x 6 people (1 leader, 5 regional facilitators, and)	\$42.00	\$45,360

4) Equipment

Equipment:	Cost of item	Total
Laptop computer and printer (6): A laptop and printer will be needed by the leader, facilitators and specialists.	\$3500	\$21,000

5) Supplies

Supplies:	Cost of item	Total
Instructional Materials: Professional texts, flip charts, markers, notebooks, handouts will be needed for support of implementation of effective leadership to support student achievement.	Estimating \$2000 x 6 (1 leader, 5 regional facilitators)	\$12,000

6) Contractual

Contractual:	Total
On-line Leadership Professional Development Modules: 8-12 modules will be custom designed to support the professional learning of leadership teams. July 2010 -A RFP will be posted to identify a vendor to create the modules. Modules will be created and posted on-line by July 2011. Cost is initial customization and development	\$2,000,000
Maintenance of on-line modules \$250,000each year for updating and additional customization x 3 years	\$750,000

7) Training Stipends – *Not Applicable*

8) Other

Other:	Cost per unit	Total
Rent (office), 6 people x \$10,000 yearly rent	\$10,000	\$ 60,000
Cell phone and monthly service fees to include texting and internet access 6 people x \$300 for a phone 6 people x \$125 per month	\$1800 \$9000	\$10,800

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs

The indirect cost rate for the State of Arkansas is 10%. See project-level budget summary table for a listing of indirect costs per year.

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Smart Teaching and Learning

Budget Part II: Project-Level Budget Table Project Name: Smart Teaching and Learning Associated with Criteria: (D)(5) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 3,900,000	\$ 3,900,000	\$ 3,900,000	\$ 3,900,000	\$ 15,600,000
2. Fringe Benefits	\$ 975,000	\$ 975,000	\$ 975,000	\$ 975,000	\$ 3,900,000
3. Travel	\$ 266,040	\$ 266,040	\$ 266,040	\$ 266,040	\$ 1,064,160
4. Equipment	\$ 136,500	\$ -	\$ -	\$ -	\$ 136,500
5. Supplies	\$ 78,000	\$ 78,000	\$ 78,000	\$ 78,000	\$ 312,000
6. Contractual	\$ 7,600,000	\$ 5,600,000	\$ 5,600,000	\$ 5,600,000	\$ 24,400,000
7. Training Stipends	\$ -	\$ -	\$ -	\$ -	\$ -
8. Other	\$ -	\$ -	\$ -	\$ -	\$ -
9. Total Direct Costs (lines 1-8)	\$ 12,955,540	\$ 10,819,040	\$ 10,819,040	\$ 10,819,040	\$ 45,412,660
10. Indirect Costs*	\$ 1,295,554	\$ 1,081,904	\$ 1,081,904	\$ 1,081,904	\$ 4,541,266
11. Funding for Involved LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
12. Supplemental Funding for Participating LEAs	\$ -	\$ -	\$ -	\$ -	\$ -
13. Total Costs (lines 9-12)	\$ 14,251,094	\$ 11,900,944	\$ 11,900,944	\$ 11,900,944	\$ 49,953,926

Project-Level Budget Narrative: Smart Teaching and Learning

1) Personnel

Personnel: The following requested personnel will be hired as employees of the project.	% FTE	Base Salary	Total
Content Professional Development Specialists (18) – The content specialists will work with the Curriculum and Content Consultants to expand the current state professional development institutes into a tiered system that differentiates for intensity of learning.	100%	\$100,000	\$1,800,000
Positive Behavior Support Specialists (16) – The specialists will work regionally to provide professional learning opportunities to guide implementation of Tier I core proactive practices and Tier II and III interventions for students with behavioral, social, or emotional functioning that impedes academic progress.	100%	\$100,000	\$1,600,000
Technical support/ technology experts (5) – A team of innovative educators and consultants will provide consultation and collaboration on all PD development and supporting materials to ensure incorporation of 21 st Century Learning Skills.	100%	\$100,000	\$500,000

* Due to the rigorous plan of implementation proposed in the Arkansas RTTT application, many of the positions will be downsized at the completion of the 4-year grant cycle because the tools and trainings will be developed and the implementation will reach capacity levels. These highly trained professionals will assume vacant state and LEA positions of leadership and support (as demonstrated with Reading First staff). Based on data, essential positions will be sustained with current state and LEA funding.

2) Fringe Benefits

Fringe: calculated on 25% (with the guidelines below) of \$3,900,000----	
14% teacher retirement (match)	
7.65% SS and Medicare (match)	
1% Unemployment	
1% Worker's Compensation	\$975,000

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$42.00, in addition to an amount of per diem of \$55	# trips	\$ per trip	Total
Monthly project meetings and regional meetings. 250 miles round trip for regional/project meetings @ \$.042, hotel costs \$150.00 per night, and \$55.00 meals = \$310.00	12x39 people	\$310.00	\$145,080
Daily on-site coaching and support for schools 15 school trips for 15 days per month on-site with schools 100 miles round trip to schools @ \$0.42 x estimated 15 trips = \$630.00 per person	15 trips x 12 months x 16 people (Professional Development specialists and Positive Behavior Support Specialists)	\$42.00	\$120,960

4) Equipment

Equipment:	Cost of item	Total
Laptop computer and printer (39): A laptop and printer will be needed by specialists.	\$3500	\$136,500

5) Supplies

Supplies:	Cost of item	Total
Instructional Materials: Professional texts, flip charts, markers, notebooks, handouts will be needed for support of implementation of IIS system.	Estimating \$2000 per specialist (39) (Professional Development specialists and Positive Behavior Support Specialists)	\$ 78,000

6) Contractual

Contractual:	Total
<p>ELL Consultants (6) ELL Consultants will work with regional support teams to provide coaching and technical support to identified schools. The ELL Consultants will also provide consultation on all PD development to ensure appropriate strategies are included and integrated to support ELL students</p> <p>Contract Estimate: \$100,000</p>	\$600,000
<p>Instructional Improvement System:</p> <p>Year One: \$7MM total \$6 million - technology license and extensive training provided by the vendor in Training of Trainer (TOT) format \$1 million - additional customization of technology and professional development based on assessment of need</p> <p>Year Two: \$5MM total \$4.5 million - sustain technology license and TOT training \$0.5 million - for upgrades and/or additional customization of technology and professional development based on assessment of need</p>	<p>1st year: \$7,000,000 2nd year: \$5,000,000 3rd year: \$5,000,000 4th year: \$5,000,000</p>

7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs– *See Project-Level Budget Table*

10) Indirect Costs

The indirect cost rate for the State of Arkansas is 10%. See project-level budget summary table for a listing of indirect costs per year.

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Teacher Working Condition Study

Budget Part II: Project-Level Budget Table Project Name: Teacher Working Condition Study Associated with Criteria: (D)(5) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	350,000	-	-	-	350,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	350,000	-	-	-	350,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 350,000	\$ -	\$ -	\$ -	\$ 350,000

Project-Level Budget Narrative: Teacher Working Conditions Study

- 1) Personnel – *Not Applicable*
- 2) Fringe Benefits – *Not Applicable*
- 3) Travel – *Not Applicable*
- 4) Equipment – *Not Applicable*
- 5) Supplies – *Not Applicable*
- 6) Contractual

Contractual	Total
RFP: The purpose for this study is to: (1) ensure that the State does what it can to provide the professional development necessary to leaders in the area of improved working conditions for teachers, and (2) to ensure that the working conditions in our schools do not prohibit the overall success that can come from the implementation of Arkansas' Race to the Top plans.	\$350,000

- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs – *Not Applicable*
- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: NORMES

Budget Part II: Project-Level Budget Table Project Name: NORMES Associated with Criteria: (D)(5) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 110,000	\$ 110,000	\$ 65,000	\$ 65,000	\$ 350,000
2. Fringe Benefits	27,830	27,830	16,455	16,455	88,570
3. Travel	9,480	9,480	4,740	4,740	28,440
4. Equipment	5,000	-	-	-	5,000
5. Supplies	5,000	5,000	7,000	7,000	24,000
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	157,310	152,310	93,195	93,195	496,010
10. Indirect Costs	15,731	15,231	9,320	9,320	49,601
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 173,041	\$ 167,541	\$ 102,515	\$ 102,515	\$ 545,611

Project-Level Budget Narrative: NORMES

1) Personnel

NORMES will lead a collaborative effort with other higher education institutions in Arkansas for the development or enhancement of credit-bearing courses in educational assessment and educational statistics. Some course work currently exists in these areas; however, the syllabi reflect a need for further development of conceptual knowledge and critical thinking skills in creating and using formative assessment, selecting and using interim assessment, analyzing results of summative assessment, and the appropriate use of results from growth models, particularly results linked to teachers, among others. At a minimum, these courses should connect directly to the assessments and growth models employed in Arkansas and provide additional examples of models and practices used in other states for K-12 education. A project director will be hired at the University of Arkansas and housed at NORMES to direct these collaborative efforts. Six faculty members from other institutions of higher education in Arkansas will be invited to participate in this collaborative effort. These faculty will be compensated with stipends for their participation in the development of the curriculum frameworks and content for the courses during years 1 and 2, and asked to pilot these efforts at their institutions for years 3 and 4. One of the six faculty members in years 3 and 4 will transition to coordinator of these efforts, thus moving the efforts toward sustainability.

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Per Year Total Years 1 & 2
Project Director (1): The project director will be a full time research associate who will be responsible for directing and coordinating the higher education collaborative on educational assessment and educational statistics. This person will have required qualifications commensurate for the skills, knowledge and education level required by the position. The project director will report to the director of NORMES and the Race to the Top project director and be responsible for managing details related to the collaborative efforts proposed in (D)(2).	100%	\$50,000	\$50,000
Faculty from participating AR higher institutions. Stipends for 6 faculty for years 1 and 2 of the project to compensate faculty for work in developing a statewide curriculum framework for educational assessment and educational statistics for pre service teachers and graduate student in educational administration programs.		\$10,000	\$60,000
Sub-Total Salary			\$110,000
Stipends for 6 faculty at 10,000 per year and additional stipend for 15,000 for one of the faculty to assume direction of the efforts as colleges implement changed curriculum coursework. The goal is sustainability, thus the project moves from a funded full-time staff position for project direction, to integration of project direction into the routine work of faculty, by buying equivalent of a month's summer salary.		\$65,000	Per Year Total Years 3 & 4 \$65,000

2) Fringe Benefits

Provide:

- Fringe benefits are calculated at a rate of 0.253 of salary for annual rate of \$27,830 for each year in years 1 and 2 and \$16,455 for each year in years 3 and 4.

3) Travel

Travel: Travel expenses include the average mile reimbursements of \$100 each, in addition to an amount of per diem of \$50.	# Trips	\$ per Trip	Per Year Total Yrs 1 & 2
The director will be responsible for travel to and from collaboration events with other higher education institution faculty. Transportation is reimbursed by the University of Arkansas system at a rate of 0.42 per mile. Per diem for locations in Arkansas range from \$46.00 per day to \$61.00 per day with first and last day meal rates ranging from \$34.5 per day to \$45.75 per day. Max lodging is reimbursed at rate ranging from \$88.00 to \$102.00 per night for locations in Arkansas. It is anticipated that most meetings or events will be drive in and drive out.	\$340 x 1 person x 12 trips	\$340	\$4080.00

Travel for faculty to meeting sites at an average of \$100.00 estimated mileage and \$50 per diem for drive in and drive out same day events. Six events.	\$150 x 8 faculty x 6	\$150	\$5400.00
Web conferencing media are available to hold online meetings when applicable to control travel costs. Thus, the estimates for travel in years 3 and 4 are lower, based on replacing 50% of the face-to-face meetings with web conference meetings.			Per Year Total Yrs 3 & 4
The director will be responsible for travel to and from collaboration events with other higher education institution faculty. Transportation is reimbursed by the University of Arkansas system at a rate of 0.42 per mile. Per diem for locations in Arkansas range from \$46.00 per day to \$61.00 per day with first and last day meal rates ranging from \$34.5 per day to \$45.75 per day. Max lodging is reimbursed at rate ranging from \$88.00 to \$102.00 per night for locations in Arkansas. It is anticipated that most meetings or events will be drive in and drive out.	\$340x1 person x 6 trips	\$340	\$2040.00
Travel for faculty to meeting sites at an average of \$100.00 estimated mileage and \$50 per diem for drive in and drive out same day events.	\$150 x 6 faculty x 3	\$150	\$2700.00

4) Equipment

Equipment: Consistent with SEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of \$1,000 or more per unit.	Cost of Item	Item Description	Total
1 desktop computer and 1 laptop computer will be needed for the research associate hired for project director	\$2,500	Desktop computer including monitor & Laptop computer	\$5000

5) Supplies

- Supplies are estimated at \$5,000 per year for years 1 and 2 and \$7,000 per year for years 3 and 4. Supplies include
 - standard office supplies for the project director (paper, copy costs, staples, etc.)
 - communication costs including toll-free phone number and phone rental
 - broadband connectivity for web access during travel
 - web conferencing costs (increased in years 3 and 4 due to decrease in travel meetings).

6) Contractual - *Not Applicable*

7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs

The indirect cost rate for the State of Arkansas is 10%. See project-level budget summary table for a listing of indirect costs per year.

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: Turning Around The Lowest Achieving Schools

Budget Part II: Project-Level Budget Table Project Name: Turning Around The Lowest Achieving Schools Associated with Criteria: (E)(2) (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	-	-	-	-	-
10. Indirect Costs	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	10,500,000	10,500,000	10,500,000	10,500,000	42,000,000
13. Total Costs (lines 9-12)	\$ 10,500,000	\$ 10,500,000	\$ 10,500,000	\$ 10,500,000	\$ 42,000,000

Project-Level Budget Narrative: Turning Around the Lowest Achieving Schools

- 1) Personnel – *Not Applicable*
- 2) Fringe Benefits – *Not Applicable*
- 3) Travel – *Not Applicable*
- 4) Equipment – *Not Applicable*
- 5) Supplies – *Not Applicable*
- 6) Contractual – *Not Applicable*
- 7) Training Stipends – *Not Applicable*
- 8) Other – *Not Applicable*
- 9) Total Direct Costs – *See Project-Level Budget Table*
- 10) Indirect Costs – *Not Applicable*
- 11) Funding for Involved LEAs – *Not Applicable*
- 12) Supplemental Funding for Participating LEAs

Supplemental Funding: Each of the following has been identified as part of the State's lowest 5% of persistently lowest achieving schools. Each will school will receive a subgrant to conduct intensive intervention activities, based on one of the four models prescribed by the US Department of Education	Total
Central High School	\$3,000,000
Cloverdale Middle School	\$3,000,000
Dermott High School	\$3,000,000
Dollarway High School	\$3,000,000
Dollarway Middle School	\$3,000,000
Earle High School	\$3,000,000
Hughes High School	\$3,000,000
Lynch Drive Elementary School	\$3,000,000
Marvell High School	\$3,000,000
Osceola High School	\$3,000,000
Osceola Middle School	\$3,000,000
Rose City Middle School	\$3,000,000
Trusty Elementary School	\$3,000,000
Turrell High School	\$3,000,000

- 13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: STEM Expansion

Budget Part II: Project-Level Budget Table Project Name: State-wide STEM Expansion Associated with Criteria: Priority 2 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 105,750	\$ 108,923	\$ 112,190	\$ 115,556	\$ 442,419
2. Fringe Benefits	16,920	17,428	17,950	18,489	70,787
3. Travel	15,980	41,690	66,200	93,110	216,980
4. Equipment	-	-	-	-	-
5. Supplies	8,150	14,900	23,900	35,400	82,350
6. Contractual	71,600	23,800	35,000	38,200	168,600
7. Training Stipends	3,000	2,000	2,000	-	7,000
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	221,400	208,740	257,241	300,755	988,136
10. Indirect Costs	22,140	20,874	25,724	30,075	98,814
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 243,540	\$ 229,614	\$ 282,965	\$ 330,830	\$ 1,086,949

Project-Level Budget Narrative: Turning Around the Lowest Achieving Schools

1) Personnel

Summer Sciences Institute

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (1): This position will be responsible for the overall leadership and management of the Summer Science Institutes. The person who will fill this position will have experience working with teachers in a professional development setting and will be well-trained in inquiry teaching methods. This position will report to the network coordinator of the Arkansas Discovery Network. 90% of the director's time will be spent on this project with base salary of \$45,000. This budget allows for an annual 3% merit increase.	90%	\$45,000	\$169,437
Support Staff (1): Support in marketing, teacher solicitation, print material management and website support will be provided by the assistant network coordinator. 15% of the assistant's time will be spent on this at a base salary of \$45,000 per year. This budget allows for an annual 3% merit increase.	15%	\$45,000	\$28,239
Network Coordinator (1): Diane LaFollette is responsible for the overall function of the network and will provide administrative support guidance and training for the project director. Diane implemented the network in 2006 and has developed relationships across the state to facilitate the implementation of new projects. (b)(6) of the coordinators time will be spent on this project with a base salary of (b)(6). This budget allows for an annual 3% merit increase.	(b)(6)	(b)(6)	\$37,653

Career Connections Website

Personnel: The following requested personnel will all be hired as employees of the project.	% FTE	Base Salary	Total
Project Director (1): Linda Meyers will be responsible for the content development and management of the Career Connections website. During her 4 years with the Arkansas Discovery Network, Linda has helped create the Network website, maintained artwork and content and developed new web pages and features as the network projects required. She will report to the network coordinator of the Arkansas Discovery Network. (b)(6) of her time will be spent on this project with base salary of (b)(6). This budget allows for an annual 3% merit increase.	(b)(6)	(b)(6)	\$150,611
Support Staff (1): Support in content development will be provided by the teacher professional development coordinator. 10% of the coordinator's time will be spent on this at a base salary of \$45,000 per year. This budget allows for an annual 3% merit increase.	10%	\$45,000	\$18,826
Network Coordinator (1): Diane LaFollette is responsible for the overall function of the network and will provide administrative support, guidance and training for the project director. Diane implemented the network in 2006 and has developed relationships across the state to facilitate the implementation of new projects. (b)(6) of the coordinators time will be spent on this project with a base salary of (b)(6). This budget allows for an annual 3% merit increase.	(b)(6)	(b)(6)	\$37,653

2) Fringe Benefits

Summer Sciences Institute

Fringe Benefits: The expenses represent fringe benefits of personnel described in Item 1.	%	Personnel Expense	Total
Fringe Benefits: 16%; Benefits as calculated by the Arkansas Museum of Science and History (dba) Museum of Discovery	16%	\$235,329	\$37,653

Career Connections Website

Fringe Benefits: The expenses represent fringe benefits of personnel described in Item 1.	%	Personnel Expense	Total
Fringe Benefits: 16%; Benefits as calculated by the Arkansas Museum of Science and History (dba) Museum of Discovery	16%	\$235,329	\$33,134

3) Travel

Summer Sciences Institute

Travel: Travel, to and from workshops: Two Network alumni and one ADE science specialist will conduct each workshop. The first year, two workshops will be conducted, one for middle school and senior high school teachers and one for elementary teachers. Mileage is reimbursed at 48.5 cents per mile. Meals and lodging at GSA recommended rates. Year 2, Year 3, and Year 4 will have 6, 10, and 14 workshops respectively.	Total
Mileage, 4 Network Alums (\$75 average)	\$4,800
Mileage, 2 Science Specialists (\$75 average)	\$2,400
Mileage, 30 teachers (\$75 average)	\$36,000
Lunch, 36 facilitators, participants, 3 days (breakfast and dinner on their own)	\$25,920
Lodging, double bunk, 3 nights, \$100 per night	\$81,600
3 days advance prep for facilitators, includes lodging, meals and mileage.	\$34,560
Travel for project director to workshop sites, twice a year, one week per trip	\$13,200
Travel for project director to state and national conferences	\$8,900

Career Connections Website

Travel:	Total
Travel to 7 partner museums to maintain site connections 2 times per year	\$9,600

4) Equipment

Summer Sciences Institute

Equipment:	Cost of Item	Total
Desktop computer for project director (1)	\$1,500	\$1,500
Desktop printer for project director (1)	\$300	\$300
Laptop computer for project director (1)	\$1,200	\$1,200

5) Supplies

Summer Sciences Institute

Supplies:	Total
Office supplies	\$4,500
Resource Notebooks (\$45 each)	\$300
Workshop materials (\$100 per teacher)	\$1,200

Career Connections Website

Supplies:	Total
Creative Suite 4, plus upgrade in year 4	\$5,000
Website hosting fees	\$1,500

6) Contractual

Summer Sciences Institute

Contractual:	Total
Exploratorium consulting for setup and review	\$8,000
Facilitators (3 days workshop plus 3 days prep time - \$600 ea)	\$57,600

Career Connections Website

Contractual:	Total
Website core development	\$24,000
Additional features to attract the younger audience: widgets, games, puzzles, interactive career tools.	\$24,000
Videos of careers around the state	\$10,000
Website character development and ongoing publicity campaign	\$45,000

7) Training Stipends

Career Connections Website

Training Stipends:	Total
Project director, website maintenance and updating. Locally provided.	\$7,000

8) Other – Not Applicable

9) Total Direct Costs – See Project-Level Budget Table

10) Indirect Costs – Not Applicable

11) Funding for Involved LEAs – Not Applicable

12) Supplemental Funding for Participating LEAs – Not Applicable

13) Total Costs – See Project-Level Budget Table

Project-Level Budget: Early Childhood Success

Budget Part II: Project-Level Budget Table Project Name: Priority 3, Early Childhood Success Associated with Criteria: Invitational Priority 3 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 400,000
2. Fringe Benefits	-	-	-	-	-
3. Travel	-	-	-	-	-
4. Equipment	-	-	-	-	-
5. Supplies	-	-	-	-	-
6. Contractual	2,600,000	2,600,000	2,600,000	2,600,000	10,400,000
7. Training Stipends	-	-	-	-	-
8. Other	-	-	-	-	-
9. Total Direct Costs (lines 1-8)	2,700,000	2,700,000	2,700,000	2,700,000	10,800,000
10. Indirect Costs*	-	-	-	-	-
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 2,700,000	\$ 2,700,000	\$ 2,700,000	\$ 2,700,000	\$ 10,800,000

Project-Level Budget Narrative: Early Childhood Success

1) Personnel

Personnel	Total
Data Analyst (1): Data analyst who will have to be familiar with data collected from all educational agencies and schools, tracking children's progress and determining which interventions work most effectively	\$100,000

2) Fringe Benefits – *Not Applicable*

3) Travel – *Not Applicable*

4) Equipment – *Not Applicable*

5) Supplies – *Not Applicable*

6) Contractual

Contractual	Total
Lowest Performing Schools and Early Childhood Success: Supporting lowest performing schools in some capacity across the following programs: Nurse Visitation, Home Instruction, the Parents as Teachers to best fit the schools' needs	\$2,500,000
Teacher Training Services: Train teachers with the highest need in better understanding the Interactions section of the Environmental Rating Scale. This portion will require \$100,000 for training via a seven-day, focused workshop and will include a minimum of two trainers to continue working in Arkansas to help replicate the successes gained.	\$100,000

7) Training Stipends – *Not Applicable*

8) Other – *Not Applicable*

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Project-Level Budget: College Based Secondary Area Technical Centers

Budget Part II: Project-Level Budget Table Project Name: Priority 5, College Based Secondary Area Technical Centers Associated with Criteria: Invitational Priority 5 (Evidence for selection criterion (A)(2)(i)(d))					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel	\$ 892,500	\$ 914,812	\$ 937,682	\$ 961,124	\$ 3,706,118
2. Fringe Benefits	285,600	292,739	300,058	307,559	1,185,956
3. Travel	35,000	35,000	35,000	35,000	140,000
4. Equipment	-	-	-	-	-
5. Supplies	349,986	78,750	52,500	26,250	507,486
6. Contractual	-	-	-	-	-
7. Training Stipends	-	-	-	-	-
8. Other	112,500	112,500	112,500	112,500	450,000
9. Total Direct Costs (lines 1-8)	1,675,586	1,433,801	1,437,740	1,442,433	5,989,560
10. Indirect Costs*	83,779	71,690	71,887	72,121	299,477
11. Funding for Involved LEAs	-	-	-	-	-
12. Supplemental Funding for Participating LEAs	-	-	-	-	-
13. Total Costs (lines 9-12)	\$ 1,759,365	\$ 1,505,491	\$ 1,509,627	\$ 1,514,554	\$ 6,289,037

Project-Level Budget Narrative: College Based Secondary Area Technical Centers

1) Personnel

Year One:

Three Instructors and one recruiter/director for college concurrent credit programs on each of the seven college campuses (total 28) identified. Instructors will be paid \$30,000 per year and recruiter/directors will be paid \$37,500 per year. Each person will spend 50% of their time working in these positions. These computations are consistent with existing college instructor salaries in existing college centers.

Year Two:

Continue instructors to three per college and continue one director/recruiter per college. All employees will receive a 2.5% cost of living increase.

Year Three:

Only change will be a 2.5% cost of living increase.

Year Four:

Only change will be a 2.5% cost of living increase.

2) Fringe Benefits

The fringe benefit percentage for all personnel in the project is 32%. This is consistent with existing college instructor salaries.

3) Travel

The travel will be to assist local schools to support the movement of students from high school to college campus and will also fund recruiting efforts of college staff to visit high schools. The breakdown will be \$5,000 per college campus for both student and staff travel.

4) Equipment

All equipment approximately \$2,800,000 will be provided with state funding. No equipment funds will be requested in this grant.

5) Supplies

Supply cost will average \$16,666 per program in the first year. This will be higher the first year but decrease significantly in the subsequent years.

Year Two: \$3,750 per program

Year Three: \$2,500 per teacher/program

Year Four: \$1,250 per teacher/program

6) Contractual – *Not Applicable*

7) Training Stipends – *Not Applicable*

8) Other

Cost of development seamless programs of study for concurrent college credit in the nine high school centers. These funds \$12,500 per center will be used for collaboration meetings between secondary and post secondary instructors to develop and institute the concurrent credit/articulation model.

9) Total Direct Costs – *See Project-Level Budget Table*

10) Indirect Costs – *Not Applicable*

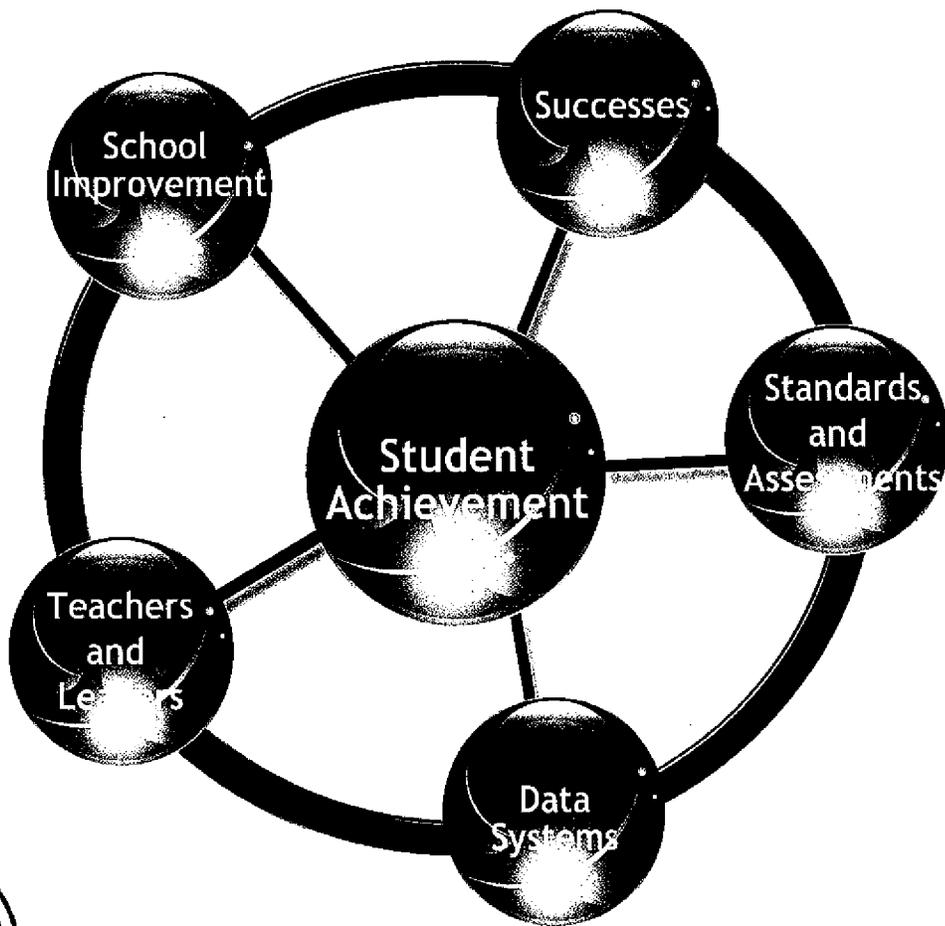
11) Funding for Involved LEAs – *Not Applicable*

12) Supplemental Funding for Participating LEAs – *Not Applicable*

13) Total Costs – *See Project-Level Budget Table*

Appendix H

Letters of Support



AAIMS

Arkansas Advanced Initiative for Math and Science
encouraging rigor, rewarding excellence



Tommie Sue Anthony
President
AAIMS, Inc.

Board of Directors

Senator Jim Argue, Jr.
AAIMS, Chair
*United Methodist Foundation of Ark.
Foundation Executive*

Dr. Calvin Johnson
AAIMS, Vice-Chair
*University of Arkansas at Pine Bluff
Dean, College of Education*

Dr. Ann Robinson
AAIMS, Secretary-Treasurer
*University of Arkansas at Little Rock
Professor, Ed. Leadership*

Jerry B. Adams
*Arkansas Research Alliance
President / CEO*

Dr. Joel Anderson
*University of Arkansas at Little Rock
Chancellor*

Joseph Black
*Southern Financial Partners
Sr. Vice President*

Vivian Flowers
*Univ. of Arkansas for Medical Science
Dir. for Recruitment of Diversity*

Hugh McDonald
*Entergy Corporation
CEO*

Stacy Sells
*Cranford Johnson Robinson Woods
Sr. VP-Strategic Planning*

Dr. Kenneth James
*Arkansas Department of Educ.
Commissioner*

January 13, 2010

Mr. Arne Duncan

US Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

Arkansas Advanced Initiative for Math and Science is pleased to support Arkansas's application for Race to the Top funds. These funds will allow the state to build on the success of the past. The funds will give the state the incentive and the once-in-a-lifetime opportunity to achieve its vision by implementing proven practices in all schools.

Arkansas Advanced Initiative for Math and Science is pleased to be a part of Arkansas's Competitive Preference Priority Emphasis on STEM Education. We are a part of the National Math and Science Initiative, and we have a record of success. The Race to the Top grant will allow us to expand our AP Teacher Incentive Program to sixty additional schools.

Arkansas has created a comprehensive system of reform initiatives and education policies that can provide a world-class education to its students. However, we have not had the funds to scale-up these initiatives. The Race to the Top funds would allow this.

Arkansas Advanced Initiative for Math and Science supports Arkansas's application. We believe that it is visionary, sound, feasible, and sustainable.

Yours truly,

(b)(6)

Tommie Sue Anthony, President
Arkansas Advanced Initiative for Math and Science

UNIVERSITY OF ARKANSAS AT LITTLE ROCK

2801 South University Avenue Speech 217 Little Rock, Arkansas 72204-1099

Phone (501)-683-7684 Fax (501)-683-7683

www.ualr.edu/aaims

December 8, 2009

Race to the Top Selection Committee
ATTN: Dr. Tom Kimbrell, Commissioner of Education
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201-1071

RE: ARRA Race to the Top Application

Dear Commissioner Kimbrell and the Race to the Top Selection Committee,

The Arkansas Association of Educational Administrators support the State's efforts in submitting a RTT application. AAEA also supports the State's direction outlined in the preliminary application – a strong commitment to collaboration between LEAs and the Arkansas Department of Education in creating an education system to prepare our students to be successful and productive citizens in the 21st century. AAEA believes that the major components of the State application clearly and effectively address the four pillars put forth by USDE as the overall goals of all ARRA funding: 1) graduating college- and career-ready students, 2) using longitudinal data systems to improve instruction, 3) increasing teacher and administrator effectiveness, and 4) providing intensive support and intervention to students in lower-performing schools. The State application also embraces the concept of common core standards and assessments.

AAEA believes that this application represents a unified effort to build upon the successful state reform initiatives already in place and propel Arkansas education to ever higher levels of student achievement. AAEA pledges support in this very worthwhile endeavor and the Association is strongly committed to the effective implementation of meaningful school reform. AAEA respectfully requests that the application review team give serious consideration to the approval and funding of Arkansas' RTT application.

Sincerely,

(b)(6)

Mike Mertens
Interim Executive Director
AR Association of Educational Administrators

Sincerely,

(b)(6)

Belinda Akin
President
AR Association of Educational Administrators



Arkansas Department of Higher Education

114 East Capitol • Little Rock, Arkansas • 72201-3818 • (501) 371-2000 • Fax (501) 371-2001

Mike Beebe
Governor

Dr. Jim Purcell
Director

January 13, 2010

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Dear Selection Committee:

I am pleased to offer this letter of support for Arkansas's Race to the Top application. As you will note in the document, the **planned activities thoroughly address the four pillars that will lead to greater student success in our schools**—standards and assessments, data systems to support instruction, great teachers and leaders, and turning around our lowest achieving schools by building upon past success.

Development of the proposal has been highly inclusive of our education stakeholders and represents sound thinking outside of the box to provide schools that will enable our students to compete globally.

Arkansas continues to trail all but one or two states in its educational attainment and per capita income. There is no doubt that the two are inextricably linked and without a significant change in educational attainment we will continue to suffer consequences that will impact generations to come.

Arkansas has proven that it has the will to capitalize on opportunities when presented. Over the past decade, the state has earned a reputation of exponential progress through gubernatorial, legislative, Board, and agency leadership. This opportunity will prove to be no different. The state has shown its willingness to work together for the common good of our citizenry, to break down silos and territoriality, and set minor differences aside to accomplish educational goals.

If funded, the activities in this proposal will strengthen nationally-recognized gains already made by the state through other funded projects and expedite the progress that we know can be realized. There is no state that is more worthy of positive consideration and none that will work harder to realize its goals for student success.

We look forward to the opportunity to create overarching improvements in our schools. Thank you for your consideration and support.

Cordially,

A handwritten signature in black ink, appearing to read "Jim Purcell".

Jim Purcell, Ed.D.
Director



Arkansas Department of Human Services

Division of Child Care and Early Childhood Education



P.O. Box 1437, Slot S-140 Little Rock, AR 72203-1437 501-682-0494 • Fax: 501-682-2317 • TDD: 501-682-1550

January 13, 2010

Race to the Top Selection Committee
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Secretary Arne Duncan:

It is with pride and enthusiasm that I submit this letter of support for the Arkansas Department of Education's Race to the Top grant application. I believe that this is a once in a lifetime opportunity to secure funding to transform education in Arkansas. In this state, we believe that the education of our children is our most important charge as a government. The Arkansas Department of Education (ADE), as stewards of that charge, is constant in their efforts to improve the quality of education to our students. I firmly believe that the application addresses not only the four pillars of the Obama administration's K-12 education agenda but also includes a strong early childhood component that is critical to education reform.

The Division of Child Care and Early Childhood Education has partnered with the Arkansas Department of Education on numerous projects. An example of is the shared governance and administration of the Arkansas Better Chance (ABC)/ state funded quality pre-k program. In conjunction with Department of Education, we are able to provide quality early childhood services to over 25,000 three and four year old children. This partnership is indicative of the ADE's recognition of the importance of early childhood education and their commitment to education in general.

We at the Division of Child Care and Early Childhood Education look forward to a favorable response to the Arkansas Department of Education's Race to the Top application.

Sincerely,
Tonya Russell, Director
DHS/Division of Child Care and Early Childhood Education



ARKANSAS EDUCATION ASSOCIATION
An NEA State Affiliate

DONNA MOREY, *President*
RICH NAGEL, *Executive Director*

1500 West 4th Street
Little Rock, AR 72201-1064

January 15, 2010

The Honorable Mike Beebe
Governor of Arkansas
State Capitol
Little Rock, AR 72201-1019

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1019

Gentlemen:

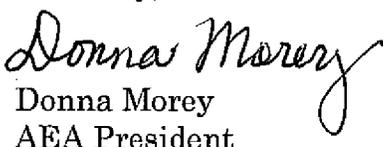
At a special called meeting on January 5, 2010, the Board of Directors of the Arkansas Education Association (AEA) approved a motion to support the Arkansas Department of Education's Race to the Top Grant Application. Since then, AEA's leaders and staff have worked collaboratively with our local associations, the Arkansas Department of Education and other stakeholders to complete Arkansas's application. We are proud to provide this letter of support reflecting the action of the Board of Directors.

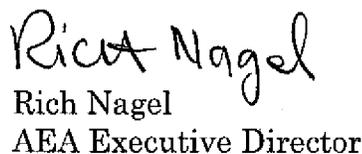
Just prior to the Board's vote, the AEA President reviewed the statement of the Association's Vision, Mission and Core Values. "Our vision is a great public school for every student, and our mission is to advocate for education professionals and to unite our members and the state to fulfill public education's promise to prepare every student to succeed in a diverse and interdependent world. The principles that guide and define our work and define our mission are equal opportunity, a just society, democracy, professionalism, partnership and collective action."

In particular we wish to thank Governor Beebe, Commissioner of Education Kimbrell and his leadership team, including Heather Gage and Phyllis Stewart, for recognizing, listening to and responding positively to our recommendations. We thank the AEA Board of Directors, local association leaders, and members of the AEA staff for their support of this effort, and especially those who worked during the holidays.

Together, we can build a great public school for every Arkansas student.

Sincerely,


Donna Morey
AEA President


Rich Nagel
AEA Executive Director

Arkansas Leadership Academy

346 N. West Avenue, Room 300
College of Education and Health Professions
University of Arkansas
Fayetteville, Arkansas 72701
Voice: (479) 575-3030
Fax: (479) 575-8663
www.arkansasleadershipacademy.org

January 11, 2010

Dear Secretary Duncan;

The Arkansas Leadership Academy supports the application of the state of Arkansas for the Race to the Top funding. We believe the application addresses the four pillars—standards and assessments; data systems to support instruction; great teachers and leaders; and turning around our lowest achieving schools by building upon the success we have seen in the past several years. The state of Arkansas has made great strides in education in the last decade, and this funding would allow us to continue to build upon these innovations.

The process our state has utilized in the creation of our application has been collaborative and inclusive. There has been input from urban and rural voices, parents and students from diverse backgrounds, and from the business community as well as the education sector. Every effort has been made to gather data and input from successful programs, in order to sustain and see these practices scale up across our state.

It is our hope that Arkansas will continue to accelerate in educational progress. We have been wise stewards of the relatively low levels of funding in our small state. We know that economic development and educational progress are strongly linked, and our students and educators have set high standards for the future. We support the content of this application and feel that it will serve to further our goals and enable our students, educators, and communities to benefit and continue to reach those high standards of academic achievement and leadership.

Respectfully,

(b)(6)

Dr. Debbie Davis

Director, Arkansas Leadership Academy



January 13, 2010

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Dear Secretary Duncan:

On behalf of the Arkansas Public School Resource Center (APSRC), this letter is being written to show support for the Arkansas Race To The Top (RTTT) application. APSRC at a minimum agrees with the intent of the initiatives in the Arkansas RTTT application that build on our core strengths as well as initiatives that will address our weaknesses in educating students. The funding provided by the U.S. Department of Education through RTTT presents an unparalleled opportunity for Arkansas to continue pursuing partnerships with other states, improve the current data system, provide professional development to continue building great teachers and leaders and support them in their efforts to increase student achievement for our students.

We applaud these efforts by the State to provide some assistance to turn around the academic achievement of the lowest 5% of schools. We have participated in meetings that have been held around the State to gather input for developing the plan that the State outlines in its application. We are willing to serve as a partner with the State on the development of a Restart Model, innovation and other initiatives as outlined in the RTTT Grant application.

All Arkansans agree that education is the key to a better future for our state. We look forward to working with the State of Arkansas to implement the initiatives outlined in the Arkansas' Race To The Top Application to be able to propel our education system to even higher levels – to indeed race to the top.

(b)(6)

Scott Smith
Executive Director

Arkansas River Education Service Cooperative
912 West 6th Avenue Pine Bluff, Arkansas 71601
Telephone: 870-534-6129 Fax: 870-534-2847
Ms. Carolyn S. McCoy, Director

January 6, 2010

RECEIVED
COMMISSIONER'S OFFICE

JAN 11 2010

Dr. Tom Kimbrell, Commissioner
Arkansas Department of Education
#4 Capitol Mall, Room 304-A
Little Rock, Arkansas 72201

DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell:

The Arkansas River Education Service Cooperative (ARESC) supports the efforts of the Arkansas Department of Education to secure the Race To The Top Grant.

The children in Arkansas deserve changes in the "business of education" that is being sought by the Arkansas Department of Education. The Arkansas River Education Service Cooperative is housed in a 55,000 sq. ft. building in Pine Bluff, Arkansas. There are multiple professional development rooms that are available for teachers and administrators to engage in opportunities to improve their teaching and learning. The cooperative pledges to host recommended professional development and meetings in the multiple conference rooms that are available (5 rooms-25 participant ; 2-distance learning rooms; 2 rooms- 40 participants; 1 room- 60 participants; 1 room-200 participants and 2 computer labs).

The Arkansas River Education Service Cooperative is committed to providing the physical and technical support necessary to improve student achievement. The cooperative will partner with the Arkansas Department of Education to provide professional development; to support community involvement and business alliances, to promote the convergence of resources; to build the capacity of teachers, administrators, parents and the community in understanding a single growth model for student achievement; and, to promote data analysis and action research through the utilization lessons learned. The cooperative will pledge support of the current (human resources, mathematics, literacy, science, distance learning, and technology specialists) to support STEM initiatives of the school districts and to offer technical assistance to professional educators (administrators, teachers and paraprofessionals) to improve student achievement.

Please let me know if there are other ways that the Arkansas River Education Service Cooperative can partner with the Arkansas Department of Education on the Race To The Top Initiative.

Respectfully,

(b)(6)

Carolyn S. McCoy, Director
Arkansas River Education Service Cooperative

CSM/lb

January 12, 2010

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Dear Secretary Duncan:

I write to offer support of Arkansas's application for Race to the Top. We understand that the state is seeking a grant from the U.S. Department of Education to challenge and improve K-12 education through four goals:

- To adopt benchmarked standards and assessments that prepare students for success in college and at work.
- To turn around our lowest performing schools.
- To recruit, develop, retain and reward effective principals and teachers.
- To build data systems that measure student success and provide information to teachers and principals on how they can improve their practices.

Race to the Top represents an opportunity for Arkansas to continue in stimulating innovation and making fundamental reforms for student achievement.

As an association with a specific interest in continuously improving the student achievement of our students and after several years of implementing many successful reforms, we see the importance of Arkansas receiving this grant to help take the state to new levels. We fully support the application.

Sincerely,

(b)(6)

Dan Farley
Executive Director

c: Dr. Tom Kimbrell
Arkansas Education Commissioner





423 Main Street, Suite 200
Little Rock, Arkansas 72201

www.asla.ar.gov

Phone: 501.683.4400
Fax: 501.683.4420

January 13, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Re: Race to the Top

Dear Secretary Duncan:

This is a letter of support -- enthusiastic and strong support -- for the Race to the Top application from the Arkansas Department of Education. The Arkansas Science & Technology Authority was created to bring the benefits of science and advanced technology to the people and state of Arkansas. We know that in the 21st Century economy STEM education is critically important to global competitiveness and the cornerstone of our national wellbeing.

The Authority is very familiar with today's challenges: energy, water, climate change, and economic competitiveness. All of these are science and engineering challenges. There is deep concern among those who are addressing the scale, global reach, and complexity of the challenges, that the existing K-12 educational system -- despite winning two World Wars and the Cold War -- is incapable of producing the talent, in the numbers required, to meet these challenges and win the global economic race to the top.

Arkansas proposes to address the four pillars of sustainable educational reform as it simultaneously emphasizes STEM education, to achieve synergistic improvements of both the educational system in general and STEM education in particular. If successful, the synergistic effort can be replicated statewide.

The Authority is committed already, as a member of the Governor's Workforce Cabinet (where we are charged with coordinating STEM educational efforts) and through participation on other boards and commissions, to advance the knowledge and innovations and help the Arkansas Department of Education prepare the talent that Arkansas and the Nation need to compete in the global economy.

I hope you will find this proposal worthy of the Department's support.

Sincerely,

(b)(6)

John W. Ahlen, Ph.D.
President



January 14, 2010

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Dear Secretary Duncan,

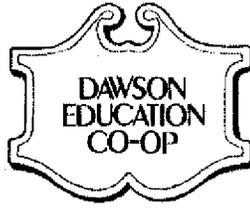
It is my privilege to support the Arkansas Race to the Top application submitted by the Arkansas Department of Education. Arkansas has a long history of commitment to educational reform as evident by state initiatives such as Smart Start and Smart Leadership. Arkansas is a leader in their commitment to the common standards and has a common core requirement. The educational shareholders in Arkansas have a history of collaboration which has created systems to support innovation and forward thinking. As you read the application, you will see President Obama's Race to the Top Initiative will allow Arkansas to move at a much more expedient pace with the resources necessary to implement best practices that change the current status to a status more responsive to the educational demands of the 21st Century.

Arkansas Tech University is a major educational shareholder in Arkansas' educational reform efforts. Our collaboration with P-12 educators and the Arkansas Department of Education is highly visible in our commitment to quality reform initiatives. In 2000, The Center for Leadership and Learning (CLL): *A Center of Innovation and 21st Century Partnerships* was established in the same spirit that guides The Race to the Top Initiative. The CLL has most recently led the state in the preparation of the Instructional Facilitators, a role new to instructional improvement. Teacher preparation reform through the *Teach 21* program which is part of this application will help inform preparation practice, ultimately resulting in a change in how we prepare future teachers through a partnership-performance based model.

The leadership of Arkansas, P-20, is innovative in collective thinking, committed to a common vision with a passion for education and the future of Arkansas children. The USDOE would be well served to consider the merits of the Arkansas application and join Arkansas as a partner in our continued journey to excellence in education.

Sincerely yours,

Mary B. Gunter, Ed.D
Dean
Graduate College



Dawson Education Cooperative
711 Clinton Street
Arkadelphia, AR 71923
(870) 246-3077 FAX (870) 246-5892

Becky Jester
Director

Beth Neel
Teacher Center Coordinator

January 7, 2010

Dr. Tom W. Kimbrell, Commissioner
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201-1019

RECEIVED
COMMISSIONER'S OFFICE
JAN 11 2010
DEPARTMENT OF EDUCATION

Dear Dr. Kimbrell;

The Arkansas Education Service Cooperatives are enthusiastic partners with the Arkansas Department of Education in the Race to the Top application. Arkansas has a compelling history of educational reform and we have always been proud to be a strong collaborative partner in the development and implementation of educational reform efforts in our state. We believe that the work defined in the Race to the Top Proposal builds on the hard work the state has completed and provides us with a unique opportunity to expand and enhance our reform agenda so that it can assure a quality education for every child in our state.

As a principle partner, the Arkansas Education Cooperatives are committed to assisting and supporting schools as they strive to deliver a high quality education. We are ready to leverage our unique position, located between school districts, the State Department of Education and Higher Education, to facilitate meaningful collaboration and to implement the critical reform elements required to increase the quality and accountability in our educational system. The Education Service Cooperatives pledge to assist in building consensus and influence decisions, implement systemic plans with defined outcomes, provide high quality systemic professional development and design and implement the necessary supports to our school districts that will ultimately impact thousands of Arkansas students.

"Serving the Schools, Serving the Children"

As practitioners, we must fundamentally change the way teaching and learning takes place. However, creating such a reality remains difficult. Now is the time for us to re-engineer, not just classrooms, but the entire state-wide educational system. We are ready to serve in critical leadership and service delivery roles within this process. With RttT funds, we have a once in a lifetime opportunity to get it right --- to further develop Arkansas' vision of a world class educational system, craft systemic action plans that maximize the effectiveness of systems, redesign our instructional delivery system based on the common standards, identify and address technology needs, train effective teachers and leaders, expand our data system to support instructional decisions, measure successes while documenting challenges and build an infrastructure that supports the ability of our lowest-achieving schools to implement a successful turnaround model. All of these components of the RttT application, are directly related to our own mission which is

“To support high achievement for all Arkansas students by providing quality support services that enhance teaching, learning, and leadership in our schools.”

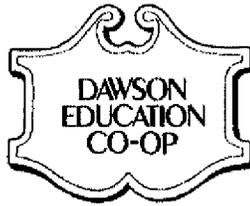
Thank you for providing us this opportunity to expand our partnership and enhance our work designed to ensure that Arkansas' educators develop the skills and knowledge needed to enable our students to perform at the highest levels of achievement.

Sincerely,

(b)(6)

Becky Jester, Chairperson
Arkansas Education Service Cooperatives

Cc: Heather Gage



Dawson Education Cooperative
711 Clinton Street
Arkadelphia, AR 71923
(870) 246-3077 FAX (870) 246-5892

Becky Jester
Director

Beth Neel
Teacher Center Coordinator

Preliminary Scope of Work -- Arkansas Education Service Cooperatives

Race to the Top Proposal

In order to facilitate the planning for the Race to the Top Proposal, the Cooperatives wanted to provide the Department of Education feedback on the areas we believe we can facilitate service delivery to the proposal and also the areas of support we would need to effectively partner in the school reform work.

Within each of the draft areas of the RttT plan and the MOU there are written strategies for professional development services including:

- Curriculum/Instruction including the implementation of the Common Core Standards
- Interim and Formative Assessment
- Instructional Improvement Systems
- Data Disaggregation and Decision Making
- Leadership Development
- Drop Out Prevention
- Teacher and Principal Evaluation
- Coaching Tools
- Technology training and communication strategies to support each of these areas detailed in the MOU
- Turning around the Lowest-Achieving Schools

The Education Service Cooperatives understand that we will have direct and ongoing responsibilities in the development and implementation of the professional development services to our schools. In order to have the necessary infrastructure to facilitate service delivery in these new areas, there is a need for staffing at each of the 15 Cooperatives to support the systemic implementation in each of these areas. We estimate that the Cooperatives would need significant resources from the RttT funding

"Serving the Schools, Serving the Children"

to support the expansion of our services with an increase in staff to focus on delivering to each school high quality professional development in:

- Data Analysis and the Use of Data-Driven Decision- Making
- Curriculum/Instruction
- Professional Development generalist who could be trained in systemic initiatives from CWT to Teacher/Principal Evaluation to Implementation of Coaching Tools
- Innovative Services focusing on implementation of technology skills into school reform initiatives and establishing the capacity of schools to benefit from the use of a wide range of electronic communication tools within the reform efforts around instructional improvement.

We believe this would cost approximately \$346,000 per Cooperative per year of implementation. This does not take into consideration the services provided specifically to those defined low achieving schools and the impact the geographic distribution of these schools place on specific Cooperatives.

As in the past, the Cooperatives can provide the critical follow up and support that is necessary to meet our goal of fidelity of implementation at the district, school and classroom levels due to our close proximity to the districts and the culture of collaboration we have established with the schools we serve. Finally, our services are cost effective and designed to meet the needs of the school districts we serve by providing a direct line of support for state initiatives at our regional sites.

STATE OF ARKANSAS



Department of
Career Education

Mike Beebe
Governor

William L. "Bill" Walker, Jr.
Director

January 14, 2010

U. S. Secretary of Education Arne Duncan
U. S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202

Dear Secretary Duncan:

It is with great confidence that I submit this letter of support for the Arkansas Department of Education's Race to the Top application.

The Department has involved all necessary participants in the process of developing the grant. My agency, the Arkansas Department of Career Education, has been an active participant in a series of meetings leading to the submission of this grant.

In Arkansas, the Department of Education has led the way in bringing education reform to the state's public schools. The Department has always sought collaboration with other education-related entities; for example, the College and Career Readiness Team brings together a variety of participants with expertise in all areas of academic preparation and career readiness. This College and Career Readiness Team has done much valuable work to lay the foundation for successful implementation of Arkansas's proposed Race to the Top project. Moreover, I know that the state's public schools are eager to continue school reform that will prepare students for success in education beyond high school and the workplace.

Education in Arkansas has always been data-driven, with decisions based upon sound information. I pledge that the Department of Career Education will continue to collect the data that will be critical to making the Race to the Top project an ongoing success.

The Department of Career Education pledges to provide the necessary supplemental funding and staff to support the career and technical education activities described in this application. The Department of Career Education looks forward to collaboration with the Department of Education, the Department of Higher Education, and the Arkansas Association of Two-Year Colleges to ensure student success in high school and beyond.

If I can provide additional information, please let me know.

Sincerely,

A handwritten signature in black ink, appearing to read "Bill Walker, Jr.", written over a horizontal line.

William L. "Bill" Walker, Jr.
Director

(501/683-1152)

10/WLW/0083



January 5, 2010

To Race To The Top Selection Committee Members:

The purpose of this letter is to provide my unequivocal support of the Race to the Top grant proposal by the Arkansas Department of Education.

In my capacity as Director of the Southwest-B Education Renewal Zone at Southern Arkansas University, I have had the opportunity to work closely with a number of school districts that will benefit immensely as part of the state's far reaching vision to address our particular challenges with rigor and relevance embedded in our strategic initiative. What I find most appealing is the great potential for the students at our ERZ partner schools at Ashdown, Bradley, Dierks, Fouke, Genoa, Hope, Lafayette, Mineral Springs, Nevada, Prescott, Stephens, and Texarkana school districts.

Southern Arkansas University and the Southwest-B Education Renewal Zone already enjoys excellent working relationships with our three regional service centers of South Central, Southwest, and DeQueen Mena, and we stand ready to provide strong leadership in support of the Arkansas Department of Education's goals for the Race To The Top proposal.

The Southwest-B Education Renewal Zone at Southern Arkansas University hopes that this letter of support for expanded educational opportunities for students in Southwest Arkansas will be strongly considered. Please contact my office for any clarification or additional information that you may have. I would be elated to respond immediately to facilitate the approval of this extremely important initiative.

Sincerely,

Dr. Roger C. Guevara
ERZ Director
Southern Arkansas University
P.O. Box 9408
Magnolia, AR 71754
(870)235-5014 Office
(870)904-4900 Mobile



January 14, 2010

To Secretary Arne Duncan and the Race to the Top Selection Committee,

Arkansans are thrilled at the possibility of participating in our nation's Race to the Top!

We have developed a communication and implementation network that sets us apart from other states; we have been successfully implementing statewide initiatives since 1998. Smart Start, our initiative to improve reading and math performance, was rolled out in 1998; the increase in student learning for the past 12 years is a testimony to our ability to develop and execute a state implementation plan.

It is no accident that 98% of our students are represented by the districts that have signed on to participate in this very important work. The leadership at the Arkansas Department of Education knows how to "rally the troops" and work side-by-side with us to develop and implement plans that impact the learning of all students within our state. The RttT funding will give us the opportunity to ramp up this work with our children.

Although we are a relatively small rural state, we have the communication infrastructure through technology, connectedness throughout the state via our Education Service Cooperatives, and a track record that make betting on Arkansas a winning proposition.

My colleagues in Fayetteville Public Schools and I fully support the Race to the Top plan submitted by the Arkansas Department of Education and look forward to accelerating our work in student learning should you choose to select Arkansas as a grant recipient.

Regards,

Linda Auman
Chief Academic Officer
Fayetteville Public Schools
linda.auman@fayar.net



KIPP DELTA PUBLIC SCHOOLS

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

January 12, 2009

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Dear Secretary Duncan,

I am writing this letter to endorse the Arkansas Race To The Top (RTTT) application. As a charter school in the state of Arkansas, we have received support from all levels of the Arkansas Department of Education and the State Board of Education. Over the last eight years, the state has continued to become more inclusive of charters and recognize them as a legitimate path to improving education in Arkansas.

Furthermore, as a KIPP leader part of a national network, I have the vantage point of seeing the benefit of existing in Arkansas opposed to other states. Compared to my peers in other states, the process of applying for a charter and expanding our efforts has been relatively smooth. We are grateful that we are not fighting politics but are able to focus on educating students. It is also impressive to see the commitment that Arkansas has to collecting and distributing accurate data. As a small state, it is clear that it has taken the lead in data collection and dissemination.

The state has made grave efforts to focus on high poverty communities and turning around low performing schools. RTTT funds will help continue this fight in a comprehensive way enabling Arkansas to become a leader and a model for improving education for those who have historically fallen below the status quo. KIPP Delta Public Schools is committed to working with the state to help provide a model of excellence from which other schools may learn and benefit. We look forward to being a part of a national exemplar with the implementation of RTTT funds in Arkansas.

Sincerely,

Scott Shirey
Executive Director

**KIPP DELTA
COMMUNITIES**
HELENA-WEST
HELENA
BLYTHEVILLE



PULASKI COUNTY SPECIAL SCHOOL DISTRICT

925 East Dixon Road/P.O. Box 8601
Little Rock, Arkansas 72216
www.pcssd.org
(501) 490-2000

January 8, 2010

The Pulaski County Special School District's principals and building level school administrators whole-heartedly endorse the State of Arkansas' application for funding under the Race to The Top competitive grant.

Building level principals recognize the need for creativity and innovation in program development geared toward increasing student learning options, opportunity, and growth. As we work to achieve academic excellence within the walls of educational institutions, we recognize the need to close the achievement gaps and improve student opportunities for future success. We understand that to accomplish this specific goal, innovative measures must be a part of the equation and solution.

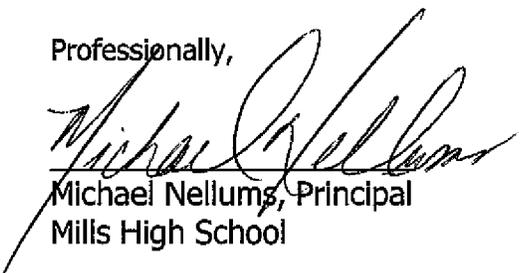
This application for funding under the Race to the Top program is a testament to the Pulaski County Special School District's willingness to commit to change and innovation.

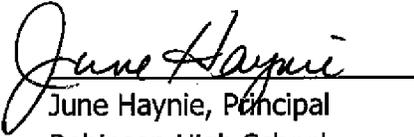
As administrators, we are concerned about the direction of instructional quality, application, and implementation in our public schools. The desire to have a greater pool of effective, competent, instructional facilitators and leadership is a top-priority as we seek to affect the type of change this program demands. We share the United States Department of Education concern about quality instruction in our high-poverty, high-minority schools where the best teaching talent is so desperately needed.

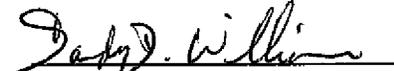
As public school leaders, we hope that our support for the Race to The Top Grant reinforces the states commitment to innovation in defining and implementing its educational philosophy and practices. We see a brighter day in the Pulaski County Special School District where all students embrace a rigorous and challenging program of study and have a solid foundation that ensures future success. Using a formula for success that is not only academically challenging, all children should benefit from best practices, innovation and equity in public schools.

We support this district in their quest to achieve those goals.

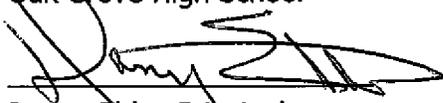
Professionally,


Michael Nellums, Principal
Mills High School

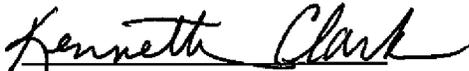

June Haynie, Principal
Robinson High School


Sandy Williams, Principal
Learning Academy

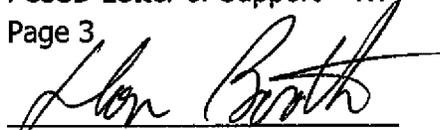

Joy Plants, Principal
Oak Grove High School


Danny Ebbs, Principal
Sylvan Hills High School


Jeff Senn, Principal
North Pulaski High School


Ken Clark, Principal
Jacksonville High School


Charlotte Wallace, Principal
Star Academy



Don Booth, Principal
Fuller Middle School



Matt Mellor, Principal
Bates Elementary



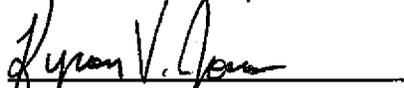
Lisa Watson, Principal
College Station Elementary



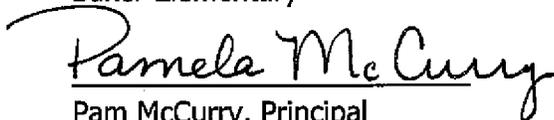
Cherrie Walker, Principal
Robinson Middle School



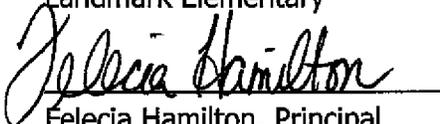
Cindy Ballard, Principal
Lawson Elementary



Kyron Jones, Principal
Baker Elementary



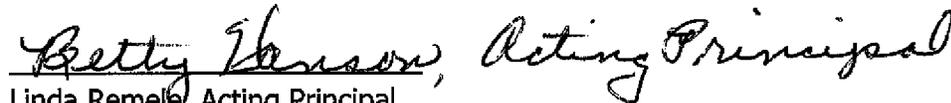
Pam McCurry, Principal
Landmark Elementary



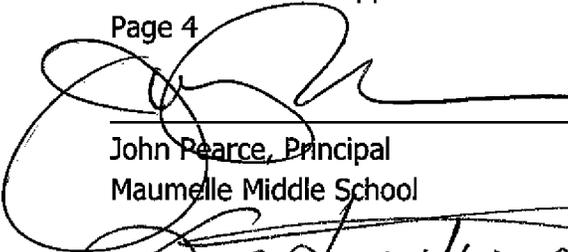
Felecia Hamilton, Principal
Chenal Elementary

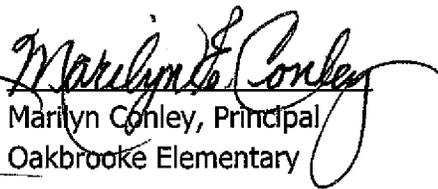


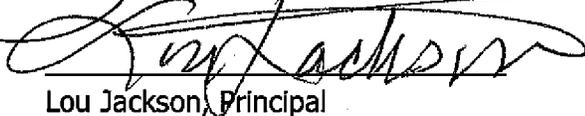
Kim Truslow, Principal
Robinson Elementary

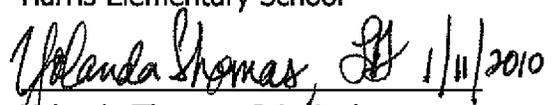


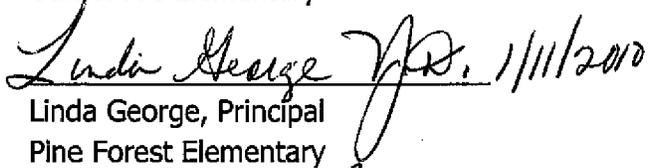
Linda Remelle, Acting Principal
Scott Elementary

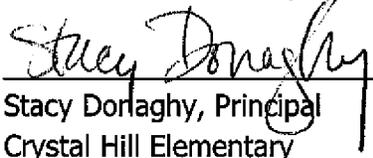

John Pearce, Principal
Maumelle Middle School

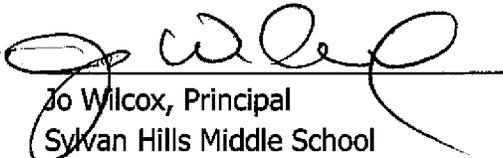

Marilyn Conley, Principal
Oakbrooke Elementary

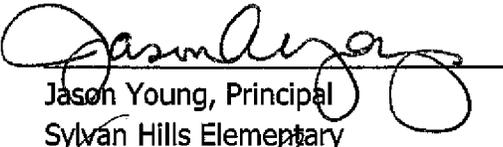

Lou Jackson, Principal
Harris Elementary School

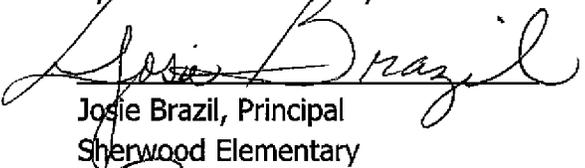

Yolanda Thomas, Principal
Oak Grove Elementary


Linda George, Principal
Pine Forest Elementary

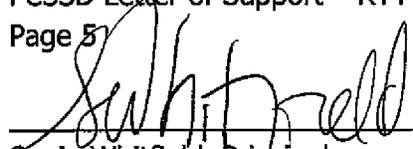

Stacy Dorlaghy, Principal
Crystal Hill Elementary


Jo Wilcox, Principal
Sylvan Hills Middle School

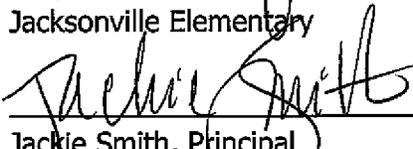

Jason Young, Principal
Sylvan Hills Elementary


Josie Brazil, Principal
Sherwood Elementary

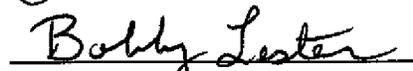

Jackye Parker, Principal
Clinton Elementary



Sonja Whitfield, Principal
Jacksonville Elementary



Jackie Smith, Principal
Taylor Elementary



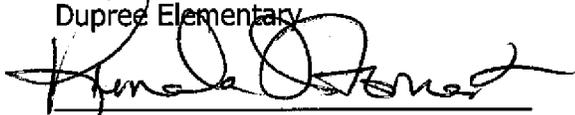
Bobby Lester, Principal
Pinewood Elementary



Lisa Peeples, Principal
Adkins Pre-K School



Janice Walker, Principal
Dupree Elementary



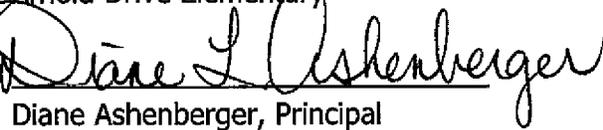
Kimala Forrest, Principal
Northwood Middle School



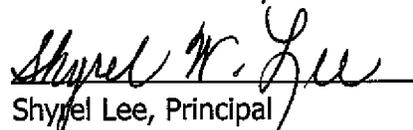
Kathy Kemp, Principal
Bayou Meto Elementary



Julie Davenport, Principal
Arnold Drive Elementary



Diane Ashenberger, Principal
Tolleson Elementary



Shyrel Lee, Principal
Cato Elementary



Veronica Perkins, Principal
Jacksonville Middle School



Siloam Springs School District

847 South Dogwood
Post Office Box 798
Siloam Springs, Arkansas 72761

Telephone 479.524.3191
Fax 479.524.8002
<http://sssd.k12.ar.us>

January 13, 2010

Arne Duncan, Secretary
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

I write to you in support of the Arkansas Department of Education Race to the Top grant. As Superintendent of Schools for a rural 4,000 student school district, I see this grant as an opportunity for Arkansas to continue its march forward in the delivery of teaching, learning and student academic success.

In the last decade, Arkansas has had a laser-like focus on student academic success, and this grant can help scale up opportunities for all schools in the State. Educators across Arkansas have provided input on how this grant could further education for our students. As a member of the Race to the Top task force, I attended two stakeholders' meetings and three visioning meetings designed to assimilate different perspectives into the development of this grant. It contains many innovative ideas including better teacher preparation programs, alternative methods of certification, a more effective and efficient teacher appraisal system, and the tremendous opportunity/challenge for developing national standards and assessments. It also would allow us to pursue a more user-friendly longitudinal data system that would not only give teachers the ability to delve deeper into the data for each child, but also provide additional resources for remediation and enrichment tied directly to the students individual needs.

Arkansas has recently had the benefit of great leadership in education. The Commissioner's office has housed visionary leaders such as Ray Simon, Ken James and now Tom Kimbrell. Arkansas' Governor, Mike Beebe, has proven to be a strong advocate for education by not cutting school funding, even as state revenues are declining. This leadership has been instrumental in our state's climb from the bottom tier of most educational indicators. While much has been accomplished, we still have a long way to go, and this grant can significantly move us forward and improve work already in motion.

I support this grant totally in its scope and value the great effort put forth to enrich educational opportunities for students across Arkansas. The legislature, the Governor, the Arkansas Department of Education, local foundations, higher education, regional educational cooperatives, local school boards, superintendents, teacher unions, teachers, and parents have all come together to ensure that we will be innovative and reform-minded in improving education for all Arkansas students. Thank you for your consideration of this application, and please know that awarding a Race to the Top grant to our state will not only validate past efforts, but also assure the possibility of success for all the children of Arkansas.

Sincerely in Education,

Ken Ramey, Superintendent
Siloam Springs School District

Stuttgart School District

2501 South Main Street

Stuttgart, Arkansas 72160

January 13, 2010

Race to the Top Selection Committee:

As Superintendent of the Stuttgart School District I would like to extend my appreciation for the opportunity to serve on the state committee to apply for funding through the Race to the Top initiative for schools in Arkansas.

We acknowledge that a very important component of the RTTT grant application will be the demonstration of our ability to work together as a State to improve the system of education for our children. I am confident that Arkansas will do just that as we continue on our quest to focus on: 1) graduating College and Career Ready students, 2) using Longitudinal Data Systems to improve instruction, 3) increasing Teacher Effectiveness and 4) providing Intensive Support and Intervention to students in lower-performing schools. I feel that Arkansas can and will reach these goals if awarded the Race to the Top grant.

We appreciate the opportunity to compete and look forward to your announcement of awards.

Sincerely,

Laura D. Bednar

Laura Bednar
Superintendent



UNIVERSITY OF ARKANSAS

Office of the Provost and Vice Chancellor for Academic Affairs

January 13, 2010

Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Secretary Duncan,

I am pleased to write a letter of support on behalf of the National Office for Research on Measurement and Evaluation Systems (NORMES) at the University of Arkansas as part of the Arkansas Department of Education (ADE) application for Race to the Top funding.

NORMES is an outstanding example of collaborative efforts between K-12 and higher education. Since 1998 NORMES has worked with the ADE in developing data systems, analytical systems, and conducting research on behalf of the ADE in support of their K-12 educational reform efforts.

The model proposed by NORMES in the Race to the Top application targets several key areas that are congruent with many of your targeted reform efforts, including:

- Increasing the collaborations between K-12 and higher education
- Increasing the academic preparation in pre-service teacher and educational administration programs on effective use of data systems to improve student outcomes
- Expanded use of growth models, linking students to teacher, grade, and school performance; and identification of effective educational programs
- Improved access to educational performance of students by teachers, administrators and parents

The collaboration of the University of Arkansas and Arkansas State higher education systems with the K-12 educational system represents a model that is replicable by other states and sustainable after Race to the Top funding has been used. This model will make a seamless transition to an essential element of the Arkansas higher education system and will facilitate the continued development of outstanding educators and administrators in Arkansas.

I appreciate your efforts to provide funding for new and innovative programs in education. I also applaud your efforts to stimulate greater dialogue and collaboration between higher education and K-12 educational systems.

Sincerely,

Sharon L. Gaber
Provost and Vice Chancellor for Academic Affairs

The
WALTON FAMILY
FOUNDATION

| P.O. Box 2030 | Bentonville | AR 72712-2030

January 13, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

The Walton Family Foundation is pleased to express support for the State of Arkansas's Race to the Top Fund application. Our foundation invests in programs that improve accountability, transparency, choice and incentives in public schools across our nation. We have been active in the support and development of this application in our home state, and believe that there are a number of components that, if funded for action, will lead to meaningful reform of public education throughout our state.

This is a once in a lifetime opportunity to secure funding for far-reaching improvement in our schools. We believe the application addresses the four pillars—standards and assessments; data systems to support instruction; great teachers and leaders; and turning around our lowest achieving schools. The commitments put forth in this application will achieve these goals by building upon the success we have seen in our state for the past several years and by thinking outside the box to envision the schools we need for our students to compete globally.

We urge you to consider the Arkansas Race to the Top Fund application favorably.

Sincerely,

(b)(6)


Buddy D. Philpot
Executive Director
Walton Family Foundation



**WINTHROP
ROCKEFELLER
FOUNDATION**

U.S. Secretary of Education Arne Duncan
U.S Department of Education
400 Maryland Avenue, SW
Washington, DC, 20202

Dear Secretary Duncan:

The Winthrop Rockefeller Foundation extends its full support of Arkansas Department of Education's Race to the Top application. The efforts of Arkansas Department of Education and stakeholders from across the state have been tremendous to ensure a quality application is submitted respectfully for your review. WRF supports the Arkansas Department of Education's application because we strongly believe the proposal will contribute to sustainable impact and transformative change in the Arkansas schools system.

WRF's mission is to improve the lives of Arkansans in three interrelated program areas: education, economic development, economic, racial and social justice. The application mirrors WRF's program goals to increase high school and college graduation rates and increase educational attainment and economic mobility. It represents a very important opportunity for Arkansas to secure funding for innovation and leadership required to accelerate improvement in the state's education outcomes. Funding the Arkansas Department of Education's Race to the Top proposal will greatly facilitate transforming the K-12 school system into a system of excellence.

We ask that the U.S. Department of Education partner with WRF, and other funders and stakeholders by supporting the Arkansas Department of Education's Race to the Top application. Thank you for thoughtful consideration of the Arkansas Department of Education's Race to the Top Application. If you have any questions or need additional information on WRF's support of Arkansas' Race to the Top application, do not hesitate to call or email me at swest@wrfoundation.org.

Sincerely,

(b)(6)

Dr. Sherece Y. West, Ph.D.
President and Chief Executive Officer

M A K I N G A D I F F E R E N C E I N A R K A N S A S

U.S. Secretary of Education Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC. 20202

Secretary Arne Duncan:

Race to the Top: what a pivotal platform to pursue, praise, and promote in our 21st century learning classroom. In this era of change, educators have been comforted to know that legislature is committed to finding solutions to help all students become successful not only in their hometowns, but also in the world. I am proud to be an Arkansas teacher where my state has also committed to promoting education and is seeking ways to make learning meaningful and useful for students entering our global economy. Race to the Top is an endeavor that strives for all schools to change whatever negative status they possess due to circumstances, assessments, or inadequate resources, because all students who attend an Arkansas school deserve a future.

I like to think of Arkansas as a state that represents education like one of its diamonds in a mine. Arkansas is a miner who continues to work, dig, and pull with so many different resources and tools until a treasure is found. Race to the Top can be one of those tools. Each student symbolizes that diamond and that treasure which possesses worth and value. Race to the Top can be the tool that will work, dig, and pull in our school systems to ensure that all children at any school have the opportunity to learn how to read, to think critically, to solve global problems, and to become a productive citizen.

By using the knowledge that Race to the Top will provide, school will have great teachers and leaders, data to help develop strategies to address multiple problems, and instructional techniques that are current and methodologically sound. Although Arkansas already has a foundation that seeks out the greatest teachers, provides effective strategies in the classroom, and researches up-to-date techniques to address multiple types of learners, she still needs to be ready to evolve just as swiftly as our ever-evolving economy and world.

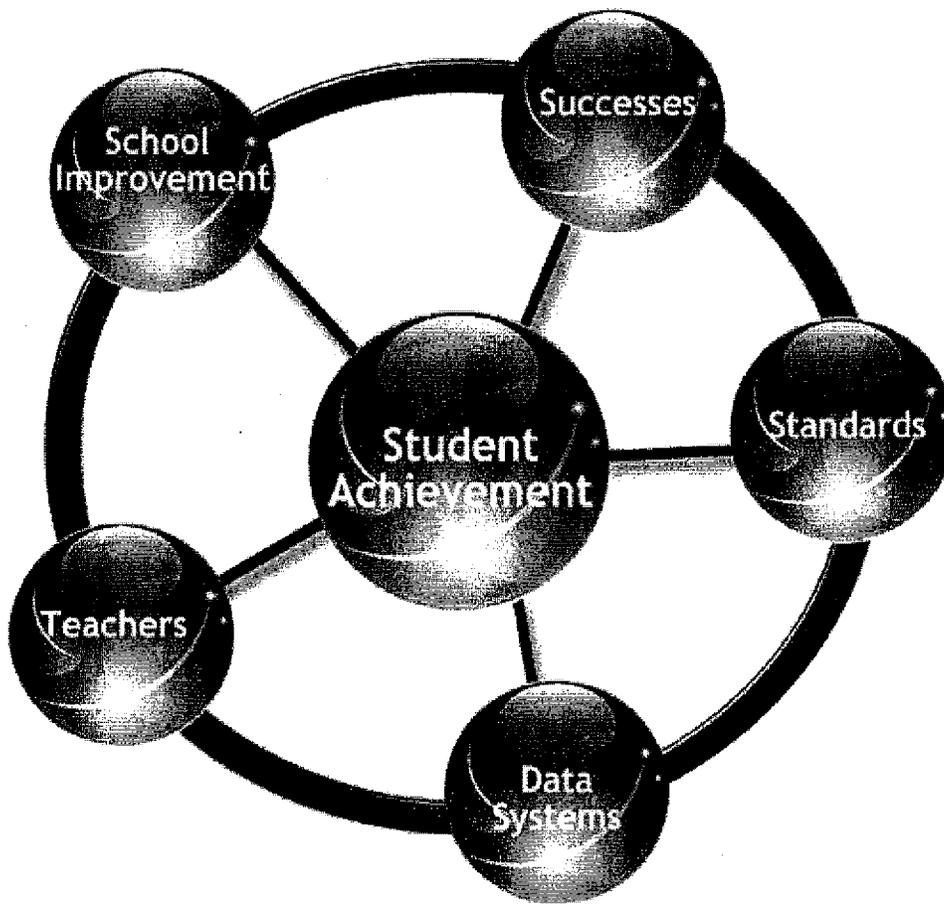
Thank you for letting Arkansas be a part of this once in a lifetime opportunity. I am looking forward to seeing all of the successful moments that lie ahead.



Susan Waggener
2009 Arkansas Teacher of the Year

Appendix

Invitational Priority



Project STEM Starters: Where the Race Begins

Systemic opportunities for learners in science, technology, and engineering are limited in Arkansas elementary schools. *No Child Left Behind* (NCLB) has greatly diminished the time spent on teaching science in many elementary schools (Keeley, 2009). Time and time again, we hear that elementary teachers are not teaching science because they do not know the content nor feel secure with it as a subject area (Rutherford & Ahlgren, 1989). Where science is taught, basal texts are often emphasized, reading and canned experiments are preferred and are used over active learning (Lockwood, 1992). To address the Arkansas' statewide lack of opportunity, a STEM initiative, Project STEM Starters, was developed and subsequently funded through the U. S. Department of Education Jacob K. Javits Program. The project components, goals, objectives and activities focus on increased science learning for all students in grades 2 through 5 and increased knowledge and skills in the STEM disciplines for their educators.

Project STEM Starters is a scale-up project of two previous U. S. Department of Education projects which demonstrated through scientifically-based research and evaluation studies that they increased achievement in the core subject area of science for elementary students from **under-represented groups and provided effective professional development to teachers**. Project STEM Starters blends these two projects in new geographic locations, Beebe Public Schools, and the South Conway County School District. The two previously validated interventions are: 1) the elementary grade content-specific science curriculum from *Project Clarton* developed at the College of William and Mary, and 2) the intensive professional development through peer coaching validated through the *Arkansas Evaluation Initiative* (AEI). The project components which resulted in increased teacher knowledge and skills and student achievement are configured in a unique model, Project STEM Starters. STEM Starters brings the excitement of science, technology, mathematics, and engineering to both students and teachers. In multiple studies, the inquiry-based science units implemented in Project STEM Starters have demonstrated increases in student science achievement, critical thinking, and understanding of scientific investigation (Feng et al., 2005; VanTassel-Baska et al., 1998; VanTassel-Baska et al., 2007). Additionally, the *Arkansas Evaluation Initiative* (AEI) Institute and Peer Coaching components demonstrated statistically significant results in increasing teacher knowledge in skills in areas of focus (Robinson, Cotabish, Wood, & Pearson, 2006, Cotabish & Robinson, 2007). Project STEM Starters involves the larger STEM community in Arkansas, provides intensive professional development, develops additional rich instructional materials to supplement the field-tested and validated science curriculum units, and focuses on well-designed research and evaluation studies to document the project.

As STEM Starters enters its second year in Arkansas, sixty (60) collaborating classrooms in the South Conway County and Beebe School Districts are participating. In four schools, the project serves approximately 1,320 students in grades 2 through 5. More than 60 % of the students involved in the project participate in their district free or reduced-lunch program, indicating that these students are from low-income households. As part of the current STEM Starters, 25 additional schools statewide (1 teacher per school) are scheduled to receive modified professional development to ensure a multiplier effect for an additional 1,750 students. RTTT funds would fill a gap and permit full participation in STEM Starters professional development project. The inclusion of science experts, business leaders, and policy makers from the Arkansas STEM Coalition at the outset of Project STEM Starters enhances its opportunities for statewide institutionalization.

Project STEM Starters addresses a content gap at the elementary grades. Science is not assessed until grade 5 in Arkansas; therefore, it is not an area of emphasis in the curriculum for the early grades. Key opportunities to engage young children in STEM are lost. To increase statewide program effectiveness and provide services and deliverables to 25 additional districts, additional funds are needed. Currently, these 25 districts are scheduled to receive a modest 12 hours of professional development. With RTTT funding, all teachers in grades 2 through 5 in the 25 schools would receive 60 hours of professional development annually and curriculum materials to increase the multiplier effect to approximately 20,000 students. At the present time, there are no available funds to provide these teachers with the high-quality STEM curriculum. In order to support and sustain elementary educator growth in STEM education, RTTT funds are needed.

Project STEM Starters Addresses the RTTT Competitive Priority

Project STEM Starters addresses the **Competitive Preference Priority** that States have a high-quality plan to:

- (i) Offer a rigorous course of study in STEM;
- (ii) Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teacher in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
- (iii) Prepare more students for advanced study and careers in STEM, including by addressing the needs of under-represented groups of women and girls in the STEM fields.

Competitive Preference Priority (i): Offer a rigorous course of study in STEM. The theoretical framework of Project STEM Starters is guided by the principle that teacher professional development is a means to increase STEM talents among elementary-grade students. Professional development consists of a **high-quality plan** to offer a rigorous course of study in STEM and includes 60 hours of professional development annually. Thirty hours of summer professional development takes place through an intense, one-week institute focused on STEM content knowledge skills. Teachers receive an additional 30 hours of **innovative** professional development embedded within their teaching environment in the form of one-on-one peer coaching. Peer coaching technical assistance is provided by a licensed teacher who is also an expert in the sciences. In addition, a district-employed lead teacher will complete two graduate content and content-specific pedagogy courses focused on STEM through the University of Arkansas at Little Rock.

Competitive Preference Priority (ii): Cooperate with industry experts. A unique high-profile activity, *STEM Starters Summit*, brings together scientists, engineers, teachers, school administrators, representatives from higher education, community leaders, elected officials and corporate executives. Consultants and presenters address major issues impacting America's scientific and technical workforce and focus on a coherent vision of what constitutes critical STEM education involving elementary grade students. Speakers discuss ways to integrate critical STEM content and process skills into K-12 education. One such consultant for Project STEM Starters is Dr. Alex Biris. Dr. Biris leads the research program at the Nanotechnology Center at UALR. Through collaborations with private corporations, universities in the state and nation, and research institutes in the United States and abroad, Dr. Biris serves as Chief Scientist to accelerate the development of commercial applications of nanotechnology.

Key to Dr. Biris' vision for the Nanotechnology Center is its aggressive outreach program to train and educate young people. Another expert consultant for Project STEM Starters is Dr. Michael Gealt. Dr. Gealt, Dean of the College of Science and Mathematics, is the Vice Chair of the Arkansas STEM Coalition and an active researcher whose program includes bioinformatics. Dr. Gealt is committed to collaborations with educators on science and mathematics preparation. In his role as Vice Chair of the STEM Coalition, he advises on numerous STEM education projects. Dr. Gealt serves as a STEM Summit presenter and liaison between the project and the Coalition. Leaders from the Arkansas STEM Coalition address the STEM skill needs of local industry, especially smaller high-growth companies.

Project STEM Starters is housed at the Center for Gifted Education. The Center is located at the University of Arkansas at Little Rock, the metropolitan campus of the University of Arkansas System. The setting provides Project STEM Starters with access to academic and industry experts in the STEM disciplines. The multi-service Center provides extensive professional development, graduate programs, and direct service programs to children and youth, with an emphasis on the needs of multicultural and low-income urban youth. Through its institutes and conferences, the Center serves over 800 teachers annually in a variety of professional development activities. The Center has an extensive track record with externally funded projects.

Competitive Preference Priority (iii): Prepare more students for advanced study and careers in STEM. Project STEM Starters is grounded in research-based best practices which have been scientifically demonstrated to increase teacher knowledge and skills, and to increase student achievement in science including students from under-represented groups. In more than one study, the inquiry-based science units implemented in Project STEM Starters have demonstrated increases in student science achievement, critical thinking, and understanding of scientific investigation (Feng et al, 2005; VanTassel-Baska, et al, 1998; VanTassel-Baska et al, 2007). The Project STEM Starters performance-based assessments emphasize higher order-concepts, scientific investigation, and content mastery which have shown significant growth for Title 1 students exposed to the science units (VanTassel-Baska, Bracken, et al., 2007). Primary-age students exposed to the units utilized by Project STEM Starters perform better on standardized achievement test in science (MAT-8) than control students (VanTassel-Baska, Bracken, Stambaugh, & Feng, 2007). Significant and important treatment effects were found for students' ability to plan an experiment after exposure to the curriculum units (Feng, VanTassel-Baska, Quek, O'Neil, & Bai, 2005; VanTassel-Baska, Bass, Ries, Poland, & Avery, 1998; VanTassel-Baska, Bracken, et al., 2007). Additionally, the peer coaching model utilized by Project STEM Starters shows statistically significant differences in favor of educators who participate in peer coaching (Cotabish & Robinson, 2007). Both AEI professional development institutes and peer coaching increased teacher knowledge and skills in content areas of focus (Cotabish & Robinson, 2007). Project STEM Starters early research-based successes and the rich, research-based components prepare more students for advanced study in STEM.

Project STEM Starters is Designed to Meet Four Assurance Areas

Project STEM Starters design meets the four assurance areas outlined in the grant application. Specifically, Project STEM Starters addresses the following State Success Factors:

Commitment for the Participating LEAs (A) A1) (ii).

Project STEM Starters has existing relationships with school districts and education service cooperatives. The inclusion of 25 additional schools strengthens these relationships. As a result, Project STEM Starters can serve as a liaison between the state and the partnering schools.

Generating Broad Statewide Impact (A) (1) (iii).

Project STEM Starters currently serves approximately 1,320 students in grades 2 through 5, including students from underrepresented groups and females. With *Race to the Top* funding, 25 schools statewide receive professional development and curriculum materials to ensure a multiplier effect for an additional 20,000 students. With Project STEM Starters as part of the State RTTT plan, the State can continue to (a) increase student achievement in science, (2) decrease the achievement gaps in STEM among underrepresented groups including females, and (3) increase student enrollment in rigorous Pre-Advanced Placement, Advanced Placement and International Baccalaureate courses.

Building a Statewide Capacity to Implement, Scale-up, and Sustain Proposed Plan (A)(2)

Project STEM Starters personnel have extensive experience with federally-funded projects and state-wide capacity building. Moreover, project components were designed for scale-up which allows the administration, dissemination, and delivery of professional development to be administered seamlessly. A peer coach will provide 30 hours of embedded professional development to teachers annually as well as work one-on-one with a district-employed lead teacher to monitor and sustain the project in each school. This train-the-trainer's model is utilized to increase capacity and utilization. When teacher attrition occurs, the Center that houses Project STEM Starters at the University of Arkansas at Little Rock can provide professional development to incoming teachers to sustain the project beyond the duration of RTTT funding. Through the repurposing of state professional development funds, the high quality professional development provides a pool of teachers prepared to deliver science instruction. Additionally, the inclusion of science experts, business leaders, and policy makers from the Arkansas STEM Coalition at the outset of Project STEM Starters enhances its opportunities for statewide institutionalization.

Demonstrating Significant Progress in Raising Achievement and Closing Gaps (A) (3)

The previous successes of STEM Starters components, specifically the science curriculum and the peer coaching assistance, demonstrates significant progress and promise in raising student achievement and closing gaps in science at the elementary grades. Previous studies document the importance of early exposure to the content and processes of science, specifically a correlation between the early development of science proneness among young students and ecologies of science achievement later in life. According to Brandwein (1995), the development and culmination of science proneness among students at the early grades could increase student interest in rigorous science classes (e.g., Pre-AP Science, AP Biology, Chemistry, Environmental Science, and Physics). The Arkansas Department of Education reported 58% of 5th grade students, and 30% of 7th grade students scored proficient or advanced on the State's 2009 Augmented Science Benchmark Exam. Because Project STEM Starters targets STEM at grades 2 through 5, science scores on the State's 5th grade Augmented Benchmark Criterion-referenced assessment will be bolstered. These important considerations demonstrate Arkansas' ability to raise achievement including gaps among groups underrepresented in the sciences.

Data Systems to Support Instruction (C) A3)

Project STEM Starters already has a data management system in place. Data from participating schools is gathered and aggregated for statistical analysis. A common aggregation purpose is to analyze

science knowledge and skills based on specific variables such as student, teacher, grade, school, etc. This data could be readily available to researchers, evaluators, and the State as part of a longitudinal data system.

Great Teachers and Leaders – Improving Teacher and Principal Effectiveness Based on Performance (D)(2)

Project STEM Starters can contract to assist in collecting data on program implementation fidelity. Currently, Project STEM Starters collects a wide variety of student and teacher assessments which can be used by principals and other district or state persons interested in formative evaluation to improve teacher effectiveness. In addition to the 5th grade Augmented Science Benchmark Exam regularly collected by the state, the results from interim, curriculum-based assessments integral to STEM Starters would allow the State to be informed by clear and objective data on the impact of Project STEM Starters.

The following student data collected by project personnel could be used to assess student and teacher knowledge and skills in STEM:

Interim Student Assessments

The *Test of Critical Thinking* (TCT) (Project Athena, 2003) is used to assess the critical thinking skills of students.

The *Scoring Rubric for Scientific Processes – Adapted Fowler Test* (Fowler, 1990), is used to assess students' scientific habits of mind. The Adapted Fowler test is embedded within the William and Mary science curriculum units and is part of regular classroom instruction and assessment. Students are assessed on the following criteria: (a) prediction, (b) materials, (c) experimental design steps, (d) sequential order and data collection, and (e) interpreting data for making predictions.

Annual Student Assessments

Arkansas Augmented Science Benchmark Exam. District collected data from the 5th Grade Augmented Science Benchmark Exam will be analyzed annually by Project STEM Starters personnel to assess student growth and achievement in science.

Interim Teacher Assessments

A measure of teacher science content knowledge such as:

- 1) *Assessing Teacher Learning about Science About Science Teaching* (ATLAST) by Horizon Research, Inc. can be used to gauge teacher growth in knowledge about science content as a result of participating in Project STEM Starters professional development, curriculum use, and peer coaching. It is also used to investigate the contribution of teacher knowledge to student performance.

Or

- 2) The *Diagnostic Teacher Assessment in Mathematics and Science* (DTAMS) (Bush, 2005) could be used to assess teachers' content knowledge in Earth, Physical, and the Life sciences. The DTAMS includes 11-12 multiple choice items and 1 open response item per grade level.
- 3) The *Perceptual Assessment of Science Teaching and Learning* (PASTeL) assesses teachers' perceptions about and confidence in teaching science. The PASTeL has: (a) a teaching scale (25 items), and (b) a student learning scale (25 items). The Likert-type instrument asks teachers to rate how well statements apply to them (teaching scale) and to their students (student learning scale).

Great Teacher Leaders – Ensuring Equitable Distribution of Effective Teachers and Principals (D) (3)

Currently, Project STEM Starters provides professional development and peer coaching in science to teachers in high-poverty schools (free and reduced lunch participation of 40% or more) only. RTTT funds have the potential to increase teacher effectiveness by ensuring that each of the 25 schools also have a trained district-employed lead teacher to monitor and sustain the STEM project in each school.

Great Teachers and Leaders – Providing Effective Support to Teachers and Principals (D) (5)

The Project STEM Starters professional development design includes a train-the-trainers model involving 30 hours of embedded professional development consisting of peer coaching annually as well as training for a district-employed lead teacher for each of the 25 STEM Starters schools. In addition to peer coaching and lead teacher training, 30 hours of intense summer training is provided annually. Experts in the field of STEM, including faculty and staff from the Center at the University of Arkansas at Little Rock and from the College of William and Mary provide consultation, training, and expertise to undergird support to teachers and principals. Because the training model is flexible and embedded within the context of the participating school, the project infrastructure is easily supported and integrated within a school's existing curriculum.

RTTT Project STEM Starters Management Plan

PD = Project Director, CC = Curriculum Coordinator; LT = Lead Teachers; EC = Expert Consultants; PC = Peer Coaches; DM = Data Manager		
Goals, Objectives and Activities	Staff	Timeline
Goal 1: To increase knowledge/skills in STEM disciplines among educators in low-income classrooms.		
<i>Objective 1.1: To increase knowledge and skills among educators in 25 low-income schools as measured by Science Content Assessments (such as ATLAST or DTAMS)</i>		
1.1.1 Finalize participation contracts with schools, complete contractual agreements with personnel.	PD	Months 1-3
1.1.2 Plan and conduct STEM Starters Summer Institutes.	CC, PC EC	Summer 1, 2, 3, 4

<i>Objective 1.2 To increase knowledge and skills in STEM among educators in low-income classrooms through the STEM Starter Summit</i>		
1.2.1 Plan and conduct STEM Starters Summit for 25 schools.	PD	Years 2 & 3
<i>Objective 1.3: To provide peer coaching to 750 teachers.</i>		
1.3.1 Provide peer coaching services on a monthly basis to teachers.	PC	Years 1 - 4
Goal 2 To improve student learning gains in science among students including underrepresented groups and females.		
<i>Objective 2.1: To increase students' science achievement and to develop scientific habits of mind through inquiry-based science.</i>		
2.1.1 Implement inquiry-based science curriculum units of study in grades 2 through 5.	PC	Years 1 - 4
2.1.2 Collect interim science curriculum unit assessments and standardized science achievement tests from class rooms to assess student learning gains for instructional improvement.	CC, PC	Years 1 - 4
2.1.3 Examine standardized achievement data, Arkansas Science Augmented Benchmark scores, to assess student learning gains	CC	Years 1 - 4
Goal 3: To conduct research on short-term and longitudinal student and educator gains.		
<i>Objective 3.1: Measure student learning gains through pre-post (interim) curriculum assessments, the Scoring Rubric for Scientific Processes, and the Arkansas 5th Grade Augmented Science Benchmark Exam.</i>		
3.1.1 Collect pre-post interim curriculum unit assessments in Years 1 through 4.	CC, PC	Years 1 - 4
3.1.2 Review district (and classroom level) Arkansas Augmented Science Benchmark scores on 5 th grade across years and analyze for longitudinal gains.	CC, DM	June Years 2 - 5
3.1.3 Administer the <i>Test of Critical Thinking</i> to outgoing 5 th graders in Year 2, 3 and 4.	CC	April Years 2 - 4
3.1.4 Analyze curriculum unit assessments for longitudinal gains across Years 2 through 4.	DM	June and July Years 2 - 4
3.1.5 Analyze <i>Test of Critical Thinking</i> longitudinal gains across Years 2 through 4.	DM	June and July Years 2 - 4

Budget Part II: Project Level Budget Table

Contractual Services:

Contractual services for Project STEM Starters will be managed by the Center and include cost associated with project operations include personnel, in-state travel, equipment, supplies, data management, and professional development, (institutes, summits, and graduate credit).

Project STEM Starters is a federally-funded project housed at the University of Arkansas at Little Rock. *Race to the Top* funding is needed to implement Project STEM Starters in 25 Arkansas schools. Currently, Project STEM Starters has a Project Director and staff in place to lend experience and guidance in implementing STEM Starters in 25 schools. These assets provide Arkansas with reduced overhead and proposal funding requests.

The Center will contract with the state to provide professional development and will manage the following through RTTT funds:

- 1) Cost for operations including personnel, travel, equipment, and supplies for project personnel.
- 2) Data management including collecting, analyzing, and providing feedback to schools on interim assessments.
- 3) Professional development including institutes, summits, and graduate credit.
- 4) 5th grade teacher and administrator incentives for student performance

Local LEAs will manage the following through the RTTT Funds:

- 1) Stipends for Teachers, Lead Teachers, and Administrators (2 per school, if applicable)
- 2) STEM supplies, curriculum materials, and equipment for schools
- 3) District-employed 5th grade lead STEM teacher stipend
- 4) Teacher mileage to attend training
- 5) Sub pay for teacher release (pay 10 subs for 1 day)

Race to the Top - Project STEM Starters

Center for Gifted Education

University of Arkansas at Little Rock

	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringes @ 26%					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual	\$1,156,580	\$1,138,617	\$1,199,999	\$1,195,607	\$4,690,803
7. Training Stipends					
8. Other					
9. Total Direct Costs					
10. Indirect Costs @ .39 of TMDC	\$ 451,066	\$ 444,061	\$ 468,000	\$ 466,286	\$1,829,413
11. Funding for Involved LEAs	\$ 654,000	\$ 654,440	\$ 786,560	\$ 628,750	\$2,723,750
12. Supplemental Funding for participating LEAs					
13. Total Costs	\$2,261,646	\$2,237,118	\$2,454,559	\$2,290,643	\$9,243,966

6. Contractual Services:

Contractual services for Project STEM Starters will be managed by the Center for Gifted Education at the University of Arkansas at Little Rock and includes the costs associated with project operations including personnel, in-state travel, equipment, supplies, data management, and professional development including institutes, summits, and graduate credit.

Activity	Purpose	Cost	# of LEA's involved	Total
1. Operations cost for STEM Starters	To provide operational costs necessary to implement the program in the schools	Year 1.	12 schools, 360	\$ 3,567,949
		\$875,080	teachers	
		Year 2.	12 schools, 360	
		\$879,017	teachers	
Year 3.	13 schools, 390			
		\$897,236	teachers	

		Year 4. \$916,616	13 schools, 390 teachers	
2.1 Data Management for interim assessments	To provide operational resources to administer, collect, and manage data from interim assessment	Year 1. \$70,000 Year 2. \$72,100 Year 3. \$74,263 Year 4. \$76,491	12 schools, 360 teachers, 10,800 students yrs 1 & 2; 13 schools, 390 teachers, 11,700 students yrs 3 & 4	\$ 292,854
2.2 ATLAST/DTAMS teacher science assessments	To administer teacher science content assessment 2 times per year	Year 1. \$7,200 Year 2. \$7,200 Year 3. \$7,800 Year 4. \$7,800	12 schools, 720 teachers 12 schools, 720 teachers 13 schools, 780 teachers 13 schools, 780 teachers	\$ 30,000
3. Professional development	1. To provide 6 hours of graduate credit training for lead teachers 2. To provide meals for 1 week summer training Institutes 3. To provide consultant stipends for 5 day Institutes.	Year 1. \$120,000 Year 2. \$ 96,000 Year 3. \$130,000 Year 4. \$104,000	12 schools, 360 teachers 12 schools, 360 teachers 13 schools, 390 teachers 13 schools, 390 teachers	\$ 450,000
4. Fifth Grade Improved Benchmark Scores	To provide score incentives to 5 th grade science teachers (\$1,750 each teacher per year) dependent on meeting student performance targets	Year 1. \$84,000 Year 2. \$84,000 Year 3. \$91,000 Year 4. \$91,000	12 schools, 48 teachers 12 schools, 48 teachers 13 schools, 52 teachers 13 schools, 52 teachers	\$ 350,000

11. Funding for involved LEAs

Activity	Purpose	Cost	# of LEA's involved	Total
1.1 Test score incentives for administrators	To provide score incentives to building-level administrators (\$1,750 per administrator)	Year 1. \$42,000 Year 2. \$42,000 Year 3. \$45,500 Year 4. \$45,500	12 -- year 1 & 2, 24 administrators 13 -- year 3 & 4, 26 administrators	\$175,000
1.2 Teacher training incentives	To provide training incentives for week long Institute (\$750 per teacher per year)	Year 1. \$180,000 Year 2. \$180,000 Year 3. \$195,000 Year 4. \$195,000	12 schools, 360 teachers 12 schools, 360 teachers 13 schools, 390 teachers 13 schools, 390 teachers	\$1,125,000
1.3 Data collection incentive	To provide data collection incentive to teachers (\$500 per teacher per year)	Year 1. \$270,000 Year 2. \$270,000 Year 3. \$292,500 Year 4. \$292,500	12 schools, 360 teachers 12 schools, 360 teachers 13 schools, 390 teachers 13 schools, 390 teachers	\$750,000
1.4 STEM Summit incentive	To provide incentive to teachers to attend one day summit	Year 2. \$22,680 Year 3. \$24,570	12 schools, 360 teachers 13 schools, 390 teachers	\$75,000
2. STEM supplies for schools	To provide curriculum, equipment, materials and supplies necessary to implement project (\$6,000 per school)	Year 1. 72,000 Year 3. 78,000	12 schools 13 schools	\$150,000

3. Lead STEM teacher stipend	To provide stipend for additional responsibilities related to STEM Starters (\$5,000 per year to 5 th grade lead teacher)	Year 1. \$60,000 Year 2. \$60,000 Year 3. \$65,000 Year 4. \$65,000	12 lead teachers year 1 & 2; 13 lead teachers year 3 & 4	\$250,000
4. 1 Teacher mileage / institutes	To provide teacher travel to Institutes	Year 1. \$21,000 Year 2. \$21,000 Year 3. \$21,000 Year 4. \$21,000	12 year 1 & 2 13 year 3 & 4	\$84,000
4.2 Teacher mileage - summits	To provide teacher travel to STEM Summits	Year 2. \$22,680 Year 3. \$24,570	12 schools, 360 teachers 13 schools, 390 teachers	\$47,250
4.3 Other travel Costs	To provide housing (as necessary) and food for STEM Summit participation	Year 2. \$44,000 Year 3. \$34,570	12 schools, 360 teachers 13 schools, 390 teachers	\$65,250
5. Sub pay for teacher release	To allow schools to release STEM teachers for activities for training with peer coach during the school year	Year 1. \$9,000 Year 2. \$9,000 Year 3. \$9,750 Year 4. \$9,750	12 schools year 1 & 2; 13 Schools year 3 & 4	\$37,500

Arkansas Advanced Initiative for Math and Science's Advanced Placement Incentive Program

INTRODUCTION

For the first time in the history of American education, the U.S. Department of Education is awarding \$4 billion in a one-time Race to the Top (RTT) competition among states to improve public education. RTT will provide millions of dollars to select states that have demonstrated educational improvement and have the determination and ability to establish a statewide public school system that would be a model for the nation. This is truly a once in a lifetime opportunity for a state to catapult itself into the lead of educational excellence. Arkansas fits this description perfectly with the implementation and expansion of the Advanced Placement Training and Incentive Program (APTIP) which includes the Laying the Foundation (LTF) teacher training which prepares students in the K-12 pipeline to be prepared for success in rigorous high school math and science courses. The APTIP program is being successfully implemented through Arkansas Advanced Initiative for Math and Science (AAIMS) in partnership with the National Math and Science Initiative (NMSI). A successful RTT application will serve as a catalyst for full statewide implementation of innovative teacher preparation and student achievement in math, science, computer science and engineering.

The RTT application includes a Competitive Preference Priority that will allow states to improve their competitive standing by enhancing science, technology, engineering, and mathematics (STEM) education. Arkansas is one of the six states selected by the National Math and Science Initiative to receive a \$13.2 million grant to replicate the APIP. Because this program has now been implemented in 67 high schools in 6 states with great success, it can provide a comprehensive and highly competitive STEM education strategy for the Arkansas's high schools. Arkansas will also have the financial support from the National Math and Science Initiative grant and their expertise and resources to supplement the addition of 60 schools to the APTIP program.

ADVANCED PLACEMENT TRAINING AND INCENTIVE PROGRAM

The APTIP increases participation and performance of public high school students in rigorous college-level work in math, science, and English Advanced Placement (AP) exams, and expands access to college-level courses for traditionally under-represented students. This program is a comprehensive approach that increases teacher effectiveness and student achievement through content training, teacher and student support, vertical alignment of teachers, expanded open enrollment, and incentives.

The overall goals of these training and incentive programs are to:

- Increase the number of students taking AP tests;
- Increase the number of students passing AP tests; and
- Increase the number of students attending and graduating from college.

The APTIP is a faithful replication of the highly successful and nationally acclaimed AP Strategies Program originally implemented in the Dallas Independent School District. This program produced dramatic annual increases in the number of students passing rigorous AP math, science and English exams, and the program has sustained those increases for over a decade. Further, results for African American and Hispanic students outstripped those of majority students, thereby closing the achievement gap at the most rigorous level.

Key Elements of Success for Scaling and Implementing the APTIP

1. **Open Enrollment for math, science and English AP courses** – It is critical to change the culture of the school from one of exclusivity with regard to who may take AP courses to an inclusive

culture that encourages reluctant students to enroll in rigorous courses. Too often, students must prove their way into challenging courses, thereby limiting enrollment to just a few top students. This policy reinforces stereotypes about what AP students “look like.” In most schools, there are many more students who could succeed in math, science and English AP courses if encouraged to enroll and if given exceptional quality instruction and support. A strong culture of high expectations is critical to success as it demonstrates to students that adults believe they can achieve at the most demanding levels and are willing to help them do so. In Arkansas, many teachers and administrators do not believe that their students can “do AP”. This is why changing the culture is so important.

- 2. Incentives for teacher and student performance** – Offering incentives for performance and extra pay for extra work sends a message to students and teachers that expansion of and success in rigorous AP courses are important. It realigns a cultural misconception that has long viewed AP as an exclusive program. Incentives also send the message that the goal is passing a nationally recognized benchmark of performance rather than just obtaining a grade in a course. They set the stage for a continuous focus toward meeting a very high standard and getting recognition for that achievement. It also encourages teachers to consider taking the training necessary to teach more rigorous courses, because not only students, but teachers also take a risk when it comes to teaching more rigorous courses. Financial awards to teachers for adding extra work to their schedules effectively encourages them to take that risk.
- 3. High quality, content-focused teacher training** – Most of today’s high school teachers do not have the level of content knowledge required to successfully teach a rigorous AP math or AP science course. It is critical that intensive training be provided to build this capacity. The College Board provides national quality control for this teacher preparation by approving professional development instructors who have demonstrated and met high standards of performance in teaching rigorous AP courses. Summer training plus additional classes during the year provide teachers with deepened content knowledge and the pedagogy required to provide the highest quality instruction. AP teachers involved in the APTIP program participate in 11 days of professional development each year.
- 4. Teacher mentoring and vertical teaming** – Research in professional development shows that, to be effective, professional development must also include continuous support at the school level. Accordingly, each APTIP teacher is assigned a lead teacher who provides guidance, feedback, training, and other support to help the APTIP teacher reach his or her full potential and the full potential of the students. The lead teacher also guides a team of same-subject content teachers across vertical grade levels so elementary level instructors can learn how to prepare students for rigorous AP courses at the junior and senior grades. This creates a crucial and continuous pipeline of students who have received the requisite background that will allow them to succeed in AP math and science.

Building the Pipeline – The Laying the Foundation Component

Laying the Foundation (LTF) is a component of APTIP that provides quality teacher training, rigorous classroom materials, and web-based resources to improve the quality of mathematics, science and English instruction at the middle school levels. LTF thus enhances APTIP by building a pipeline of students who have the preparation and skills necessary to succeed at the AP levels of those subjects.

LTF accomplishes its purpose primarily through sponsoring 3 years of intense, sequential professional development and support services to the existing teacher corps, thereby strengthening the instructional content knowledge and pedagogical skills. LTF provides math, science, and English teachers in grades 6-10 with the content knowledge, teaching strategies, vertically aligned materials, and assessments required to emulate AP-level coursework in lower grades. Critical strands from AP calculus, statistics, chemistry, biology, physics, and English have been carefully analyzed to develop lessons, labs, tests, and teaching strategies that prepare students for what they will encounter in 11th and 12th grades. In alignment with a main tenant of the APTIP program that all students can succeed in rigorous academic environments, LTF exposes all students to more rigorous and engaging coursework in lower grades, which is critical to preparing them for and giving them confidence that they can master the higher-level work they will be expected to assume in later grades and in college, especially in the STEM fields.

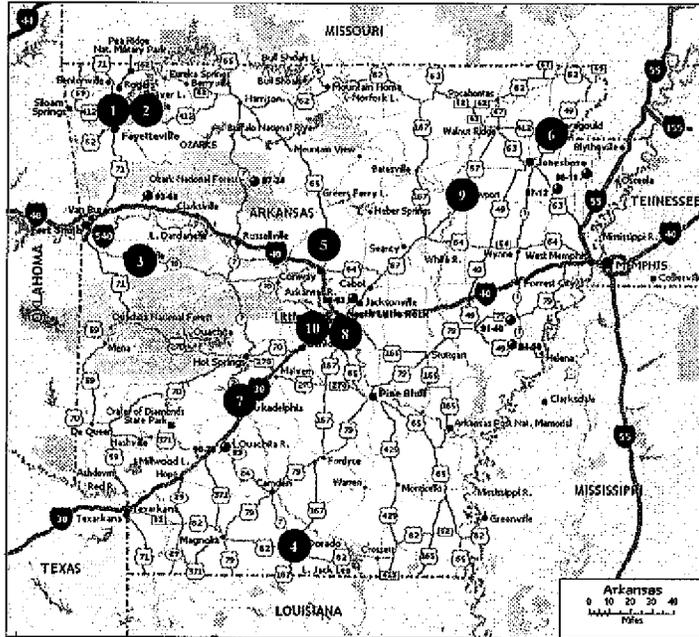
LTF programs are designed to work in any school system that is actively preparing students for college or higher education, is seeking to infuse rigor back into classrooms, and needs to grow AP teacher capacity by training new teachers to prepare students in earlier grades.

Key LTF program elements include:

1. Teacher Training - Experienced classroom “master” teachers provide training for Pre-AP math, science, and English teachers in grades 6-10 through the LTF Pre-AP Teacher Training Program. The Advanced Programs Division (APD) at LTF provides supplemental lessons, prep session kits, and workshops for AP teachers in grades 11 and 12. The LTF Pre-AP training requires a three-year teacher commitment to complete four training days each year, for a total of 12 training days. Each LTF training class holds up to 30 teachers per discipline or course.
2. Administrator Orientation - This training is specifically designed for district and campus level administrators who need to understand the LTF program and how it fits into the existing curriculum and professional development program. This training models the proper environment necessary for linking middle school Pre-AP to high school AP classes.
3. Materials - The teachers’ guides and bound materials provided at training sessions (which are also available both online and on CDs provided at training), are provided at no cost to the teachers or school districts. A variety of ancillary materials and resources for Pre-AP and AP teachers are also available from LTF.
4. Measurement and Testing - Online diagnostic test questions and actual student free-response samples and scoring guides are available to teachers enrolled in training. The LTF Post Test is a low-cost, low-stakes assessment offered to students in grades 6-10 that emulates the timed structure and rigor of an AP test. The unique Post Test measures student retention of complex concepts critical for taking and passing AP courses in higher grades. The Post-Test can be administered by any teacher, regardless of previous LTF training.
5. “Train the Trainer” - LTF trainers are either LTF employees or contractors who have been approved and trained by LTF. After consulting with other training companies that have scaled similar operations, LTF adopted a “Train the Trainer” approach that includes a total of 17 days of intense training for teachers hoping to become certified LTF trainers. Teachers apply to attend a summer training institute where they receive instruction in LTF principles and teaching strategies and are then required to demonstrate lesson instruction. Teachers meeting LTF standards for knowledge, teaching and training skills, and professionalism are certified as LTF

7. Lake Hamilton High
8. Pulaski County Mills High
9. Newport High
10. Little Rock Parkview High

See the attached map

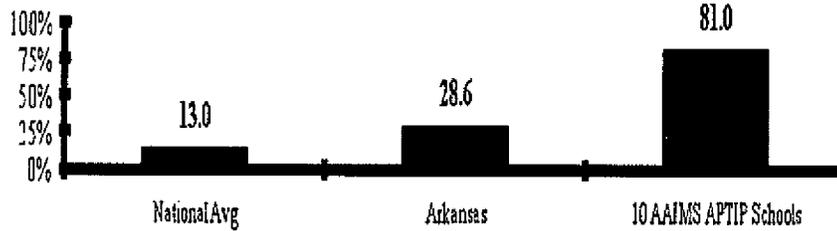


The ten schools in Cohort 1 had a profound impact on Arkansas's AP test results in math, science, and English. They out-performed both the nation and state in increased percentages of scores of 3 or better. The ten schools produced a 38.6% increase in math, science, and English qualifying scores and an 81% increase in math, science and English qualifying scores by minorities. See the attached graphs.



% Increase in AP Exams Passed

in math, science and English
for African American and Hispanic students

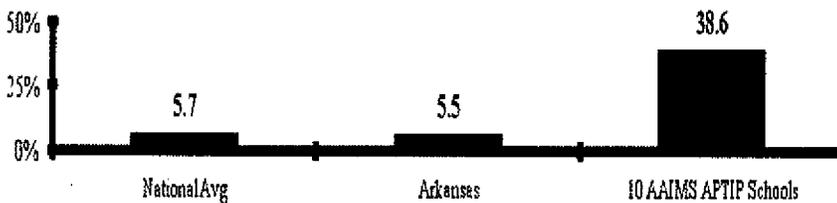


Source: College Board. Natl. Avg. is for public school only.



% Increase in AP Exams Passed

in math, science and English



Source: College Board. Natl. Avg. is for public school only.



While Arkansas has model Advanced Placement legislation, most high schools in Arkansas do not produce large numbers of qualifying scores. The ten AAIMS schools have significantly outperformed the state and represent the beginning of an effort to dramatically increase the number of qualifying scores and bring increased opportunity to all Arkansas schools.

The first ten schools gave 2639 exams in 2009 which represented an increase of 42.6% over the number given in 2008. In the 2009-2010 school year there are 24 schools participating in the APTIP. These 24 schools have 6,217 students enrolled in 179 courses taught by 167 teachers. All students will take the 2010 AP exam for the courses in which they are enrolled.

Applying APTIP to the Race to the Top Selection Criteria

Because the AP Training and Incentive Program (APTIP) has elements that apply to many of the RTT Selection Criteria, the APTIP can help Arkansas demonstrate that its STEM initiatives apply to many aspects of the state's strategic plans for education reform. The following outlines the most pertinent ways in which the APTIP supports the Competitive Preference Priority as well as other State education initiatives throughout the RTT application.

Competitive Preference Priority – Emphasis on STEM Education

This Competitive Preference Priority requires that States have a high-quality plan to

- (i) Offer a rigorous course of study in STEM;
- (ii) Cooperate with industry experts, museums, universities, research centers, or other STEM-capable community partners to prepare and assist teachers in integrating STEM content across grades and disciplines, in promoting effective and relevant instruction, and in offering applied learning opportunities for students; and
- (iii) Prepare more students for advanced study and careers in STEM, including by addressing the needs of underrepresented groups and of women and girls in the STEM fields.

The APTIP allows the states to easily address the first and the third components of the Competitive Preference Priority because the purpose of APTIP is to implement a rigorous course of study that prepares students for advanced study in high school and in college. With the foundation of both knowledge and confidence that the APTIP provides, students are more likely to attend and graduate from college, which in turn prepares them for a career in STEM. Finally, the results generated by the first cohort of schools already demonstrates that Arkansas Advanced Initiative for Math and Science (AAIMS) APTIP initiatives are addressing the achievement gap that exists for underrepresented groups, including girls. Expanding the scope and reach of APTIP into additional schools will only multiply these positive effects.

The APTIP also touches on the second component a of the competitive preference priority because the partnership with Laying the Foundation (LTF) helps to ensure that teachers are integrating STEM content across grades and that those teachers are providing instruction that is relevant to and directed towards preparing students for advanced STEM study in high school. The APTIP is also infused with cooperation with universities because professors reviewed and edited the LTF guides, and AAIMS is housed at the University of Arkansas at Little Rock and holds training sessions on the university campus. AAIMS also works cooperatively with other state universities. Importantly, those training sessions are all imbedded with applied learning techniques. Finally, AAIMS has robust community partners, such as the Arkansas Department of Education, Accelerate Arkansas, Arkansas Association of Educational Administrators, the Arkansas Advanced Placement Professional Development Center, the Walton Family Foundation, and the Winthrop Rockefeller Foundation.

Because Arkansas Advanced Initiative for Math and Science has demonstrated success by bringing significant improvement in student achievement in Cohort I schools, expansion of the APTIP to additional schools in Arkansas fits well into the philosophy of RTT, which is intended to build on and take success to scale statewide. In 2009-2010 AAIMS is working with 24 high schools in 21 school districts and one open enrollment charter school. There are 6217 students enrolled in 179 AP courses.

State Success Factors – Commitment from the Participating LEAs (A)(1)(ii)

Because AAIMS in Arkansas already has established relationships with the school districts implementing the APTIP, AAIMS can help Arkansas obtain commitments from these school districts. AAIMS can serve as a liaison between the state and the school districts with which it does have relationships, in order to help the state explain its RTT plans to these school districts, confirm APTIP's continuing role in those plans and with those school districts, and to elicit the school districts' commitment to these plans.

State Success Factors – Generating Broad Statewide Impact (A)(1)(iii)

As the results from the first year demonstrate, the APTIP is already generating broad statewide impact within Arkansas. With APTIP as part of the State RTT plan, the State can continue to (1) increase student achievement in reading and math, (2) decrease the achievement gaps in reading and math, (3) increase high school graduation rates, and (4) increase college enrollment and the number of students who complete at least a year's worth of college credit.

State Success Factors – Building a Strong Statewide Capacity to Implement, Scale up, and Sustain Proposed Plans (A)(2)

Arkansas Advanced Initiative for Math and Science is a ready-made team that has the capacity and experience to implement, scale up, and sustain statewide education reform plans and has been doing so for the past two years. As required by the RTT application, AAIMS can support participating LEAs by implementing promising practices (i.e. the APTIP), widely disseminating and replicating these effective practices statewide, and holding participating LEAs accountable for progress and performance in their implementation of the APTIP.

Additionally, because AAIMS has been gathering data and reporting both this data and financial information to National Math and Science Initiative (NMSI), Arkansas Advanced Initiative or Math and Science assures Arkansas that they will be reliable partners who can provide effective and efficient operations and processes in areas such as budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement.

Finally, Arkansas Advanced Initiative for Math and Science contributes to the coalition of stakeholders who support to the Arkansas RTT plan both in written commitment to and actions furthering the plan, including the ability to implement a portion of the State plan without requiring additional human capital resources from the State.

State Success Factors – Demonstrating Significant Progress in Raising Achievement and Closing Gaps (A)(3)

The success and results from the first cohort of APTIP schools helps bolster Arkansas's demonstration that it has improved student outcomes since 2003. Because the APTIP is targeted to AP scores, AAIMS can easily explain the connection between the results and the actions that contributed to increasing student achievement, decreasing achievement gaps, and possibly increasing graduation rates. This bolsters Arkansas's ability to show that it has created an environment that is supportive of, conducive to, and committed to education reform.

Standards and Assessments – Supporting the Transition to Enhanced Standards and High-Quality Assessments (B)(3)

This criterion requires Arkansas to have a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation and high-quality assessments tied to those standards. The AP courses taught in the APTIP support this requirement because they incorporate college level

curriculum standards, and the AP exams measure student achievement against college level benchmarks. Further, AP course standards and exams were developed by higher education faculty and represent college level standards. Students' qualifying scores on AP exams are widely accepted as college credit. Thus, the AP courses and exams taken by APTIP students provide internationally benchmarked standards tied to college readiness by the time of high school graduation and a system of common assessments that are linked to those standards. By expanding APTIP, AAIMS is supporting dissemination of those standards, is implementing high-quality instruction and assessments, is preparing students for college by the time they graduate high school, and is delivering high-quality professional development to support these standards and assessments. Further, these rigorous standards are encouraged and brought to high-need students who thrive under them as well. By implementing the APTIP, AAIMS has laid a foundation in school districts throughout Arkansas that prepares those school districts to adopt and implement any internationally benchmarked standards and accompanying assessments.

Data Systems to Support Instruction – Using Data to Improve Instruction (C)(3)

With the help of National Math and Science Initiative's data management system, AAIMS already collects and analyzes, in rapid-time, data generated by the schools implementing the APTIP. This instructional improvement system is already used by NMSI to inform and improve instruction, decision-making, and the overall effectiveness of the APTIP as implemented in each school district, and NMSI would make this data available to Arkansas for the same purpose. Additionally, if requested, this data could be readily available to researchers, evaluators, and the State as it builds and improves upon its statewide longitudinal data system.

Great Teachers and Leaders – Improving Teacher and Principal Effectiveness Based on Performance – (D)(2)

The RTT application places significant emphasis on measuring student growth. The AP exams provide a distinct and common metric for measuring achievement for each individual student and could easily factor into Arkansas's plan for tracking student growth and college readiness. For example, a student who passes the AB Calculus exam clearly demonstrates student growth by passing the BC Calculus exam the next year. Additionally, because AP exams are tracked to college readiness, asking students to pass AP exams is the highest standard a State can set for its K-12 students and should be the penultimate metric used to measure growth at the secondary level. AAIMS would assist with gathering and reporting these data for each individual student taking AP exams in the State, thereby allowed Arkansas to report to the USDOE clear and objective data on the impact of APTIP on teacher training and student growth.

Great Teachers and Leaders – Ensuring Equitable Distribution of Effective Teachers and Principals (D)(3)

A critical component of the APTIP is providing professional development and training to teachers in participating schools so that those teachers become highly effective in the hard-to-staff subjects of math and science. The APTIP has proven successful in its training in a wide range of schools including high-poverty and high-minority schools, thereby increasing the percentage of highly effective teachers in those schools and helping to ensure the equitable distribution of highly effective teachers in the State. The AAIMS training model accomplishes this, in part, by employing expert AP consultants who are on staff to train teachers in high poverty/minority schools. In addition, the APTIP has lead teachers, who are master AP teachers, to monitor and train AP teachers in less effective schools. Thus, by expanding the scope of the APTIP to more schools in the State, RTT funds would build on this success and expand Arkansas's ability to produce highly effective teachers in hard-to-staff subjects in high-poverty and high-minority schools.

Great Teachers and Leaders – Providing Effective Support to Teachers and Principals (D)(5)

The APTIP easily fits into any plan that Arkansas and its LEAs establish to provide high-quality, effective, data-informed professional development to its teachers. AAIMS's professional development design focuses on a train-the-trainer model which provides experts to each participating school. These experts train local AP teachers and administrators, who, in turn, train other AP and Pre-AP teachers in the school and district. This professional development paradigm is highly effective (as demonstrated by the increase of students with passing AP scores in the schools where this professional development plan was implemented) and tied to internationally benchmarked standards (i.e. the AP exam). Because this train-the-trainer model is also highly flexible, AAIMS has laid the foundation for its schools to also adopt any school-wide professional development program offered by Arkansas in its RTT model. Because of AAIMS's reach across the State, we could facilitate easy statewide scalability of the applicable professional development programs.

Further, AAIMS and NMSI gather and analyze data produced by teachers and students participating in APTIP. Thus, the data gathered and analyzed is readily available to inform and guide improvements of professional development tools. As such, the APTIP and the professional development already tied to that program are in place and primed to support teachers in participating LEAs.

The Proof in the Pudding:

Research on the EAST Model

Executive Briefing

Number 901

September 2009

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Background

EAST® began over thirteen years ago in a single rural Arkansas classroom with a belief that students can play a vital role in their communities, and in directing their own educational processes and, ultimately, their own futures. Since that time, EAST has grown to include more than 215 schools in eight states, with over 180 of those in Arkansas. EAST's accomplishments are many, as attested by the more than 60,000 students who have experienced the model and the numerous service projects these students have developed for their communities.

EAST promotes the development and intellectual growth of all students, regardless of current educational skill level, technical proficiency or socio-economic background. Students perform self-directed community service projects using sophisticated and emerging technologies in a real-world environment, thereby honing skills including teamwork, communication, collaboration and problem solving.

Since its beginning in the 1995/1996 school year, EAST students have achieved at levels defying traditional expectations of students' capabilities, particularly in their rapid growth and accomplishment. These achievements have been primarily anecdotal, however, and early on lacked any solid validating research. As the program and the participant pool grew, the EAST Initiative—the 501(c)(3) non-profit educational corporation that assists in implementing, developing and maintaining EAST classrooms—began actively encouraging and seeking research opportunities on the EAST model. Over the past seven years several significant research efforts have helped quantify EAST impacts on student growth, development, and achievement, as well as on economic and other community enhancements.

This paper briefly summarizes the more significant research efforts focused on EAST. Full documentation of the reports mentioned and other research resources for the EAST model can be found at <http://www.EASTInitiative.org/>.

EASTinitiative

The Research

2001—Andrews, C. Wilkins, L. *Environmental and Spatial Technology (EAST) Project - an Industry/Education Collaboration that Works for Females and Minorities*. Paper presented at the National Association of Minority Engineering Program Administrators/Women in Engineering Program & Advocates Network, April 21-24, 2001, Alexandria, VA.

Description—This paper looks at how the EAST educational model provides rich learning opportunities that are particularly powerful for student sub-groups traditionally underrepresented in STEM (Science, Technology, Engineering, and Mathematics) educational offerings—particularly the upper level or more advanced STEM courses. As indicated in the title, the specific sub-groups studied were women and minorities. The multi-modal approach to EAST is identified as a strong and inviting entry point for students who have traditionally been tracked out of advanced science and technology courses.

Findings—EAST attracts students who might not otherwise gain critical STEM skills into STEM learning environments. *“Student information transfer has been greatly enhanced by tapping into kinetic and visual learning styles. By allowing students to become personally engaged in their learning process and by requiring the students to take personal initiative, the students have developed into active learners capable of taking on the personal responsibilities necessary to insure success in a team effort.”* It also clearly defines how EAST pedagogical strategies correlate with accepted best practices of the Congressional Commission on the Advancement of Women and Minorities in Science, the AAUW Education Foundation, and the *National Science Education Standards*.

2004—Bynum, Judith. *Student Perceptions of Concomitant Learnings of EAST Lab in a Small, Rural Arkansas School District*. Dissertation Submitted to University of Arkansas at Little Rock Department of Educational Leadership of the College of Education.

Description—This dissertation examines how the EAST model develops skills necessary for concomitant learning, the learning of multiple skills concurrently, and the transference of those skills to other curricular and life goals.

EASTinitiative

Findings—Quoting the Executive Summary of the study, *“It was found that interpersonal skills, intrapersonal skills, lifelong learning skills, and college transition skills are learned concomitantly in the EAST [] classroom. These learnings are transferred to other classes and situations in the lives of the students, motivating more responsibility by the students in their academic lives. Because of the students’ empowerment by these learnings, they are better prepared for their college study.*

The findings in this study show evidence that EAST [] is valuable as a model learning environment, through its incorporation of a variety of learning modalities, technology-based learning, and project-based learning. Utilizing this study as a guide, other classroom situations may be modified and transformed so that more students are motivated to learn by providing different ways of learning. Perhaps the most useful finding of the study is that the students’ perceptions of their preferred learning environment were overwhelmingly patterned on that of EAST [classroom]. There were no outliers in this area.”

2006—Metis Associates, Final Report. *2003-2006 Evaluation of Arkansas Environmental and Spatial Technology Initiative (EAST).*

Description—This federally funded study examined variations of EAST implementation in Arkansas schools and the learning outcomes generated by the EAST model. The learning outcomes study was designed as an experimental and quasi-experimental study focusing on new EAST programs, and compared student outcomes with equivalent students in schools without EAST programs.

Findings—Quoting the Executive Summary, *“Among the 16 student outcomes that were studied, analyses indicated that participation in EAST appears to have a positive, statistically reliable impact in five domains. These included three problem solving domains (defining the characteristics of a problem, assessing the outcomes of a solution, and revising strategies in response to the assessment of outcomes), one motivation domain (motivation for school derived from accomplishment), and self-directed learning style. The preponderance of evidence for program effects in the area of problem solving skills seems consistent with one of the most*

central goals of EAST, and may point to a particular strength of the program. ...[T]he domains on which EAST has been shown to have an impact are widely recognized as being important for both academic and career success."

2008—Strategic Growth Institute (now Center for Community and Economic Development), University of Central Arkansas. *Estimating the Value of EAST Projects in Arkansas: Beta Test Results.*

Description—The Strategic Growth Institute developed a methodology for evaluating the community and economic development impacts of EAST projects. This was an important development, as the strategies developed are transferrable to other community development projects and had not been fully explored before.

Findings—Though this was only a beta test and focused on just seven EAST programs, the study found that the methodologies were particularly effective in determining the economic impacts of EAST projects (and by extension community service projects in general). Among the findings were: (1) that the average number of projects facilitated by the participating schools was 18.86; (2) that the average value of these projects was \$13,571; and (3) that the total value of all projects facilitated by the participating schools was \$1,791,429.

2009—Metis Associates. *EAST® Initiative in Arkansas*

Description—This follow-up quasi-experimental study to the *2003-2006 Evaluation of Arkansas Environmental and Spatial Technology Initiative (EAST)* examined two major questions: 1) Did EAST students who participated in the program during 2007-2008 perform significantly better than the comparison students who had never joined the program? and 2) Among the high school EAST students in 2007-2008, did those who started the program in middle school significantly outperform their counterparts who started the program in high school? Statewide standardized testing instruments were used for the comparisons.

Findings—On the first question, whether the 2007-2008 EAST students performed better than non-EAST students in non-EAST schools, the study found a significant positive impact on EAST students who took the 8th grade Benchmark English Language Arts test, the SAT 10 Math,

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Language, and Reading tests, the 9th grade End of Course Algebra test, the 10th grade End of Course Geometry test, and the 11th grade End of Course Literacy test. In further examining EAST student achievement versus non-EAST student achievement in the same school, the study found a significant positive impact on EAST students who took 5th grade Benchmark Math and English Language Arts test; the 6th, 7th and 8th grade Benchmark Math tests, the 8th grade English Language Arts test; the 9th grade End of Course Algebra and Geometry tests; the 10th grade End of Course Geometry test; and the 11th grade End of Course Geometry test. On the second question, the study found that high school EAST students who had started their EAST experience in the middle grades outperformed students who had not started EAST until High School on all tests examined.

The Proof in the Pudding

The EAST model—as it was designed—has a powerful impact on students. The positive outcomes of EAST have been notoriously difficult for the educational community to achieve in a general population of learners and transcend the arbitrary nature of standardized assessment and grading. EAST has a great impact not only on individual students' education, but also on community development and economic health. The EAST model actually engages students in their educational careers, their vocational and college planning and in their communities. It raises the aspirations of students *as well* as their test scores. It works for a diverse population, both male and female, across ethnic, socio-economic and academic groups and other demographic distinctions mirroring the real world. It does this by helping students gain proficiency with the tools of emerging technology and vocational fields. In short, EAST prepares its students to lead and contribute, where other programs barely prepare them to subsist.

The “proof in the pudding” is really in the tens of thousands of EAST students prepared to succeed. Each year more EAST alumni enter into the adult work world. EAST’s terminal research outcome will not be fully understood until, in time, these students are seen for what they have become: the best of the American educational system. That report should be a lot of fun to read.

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