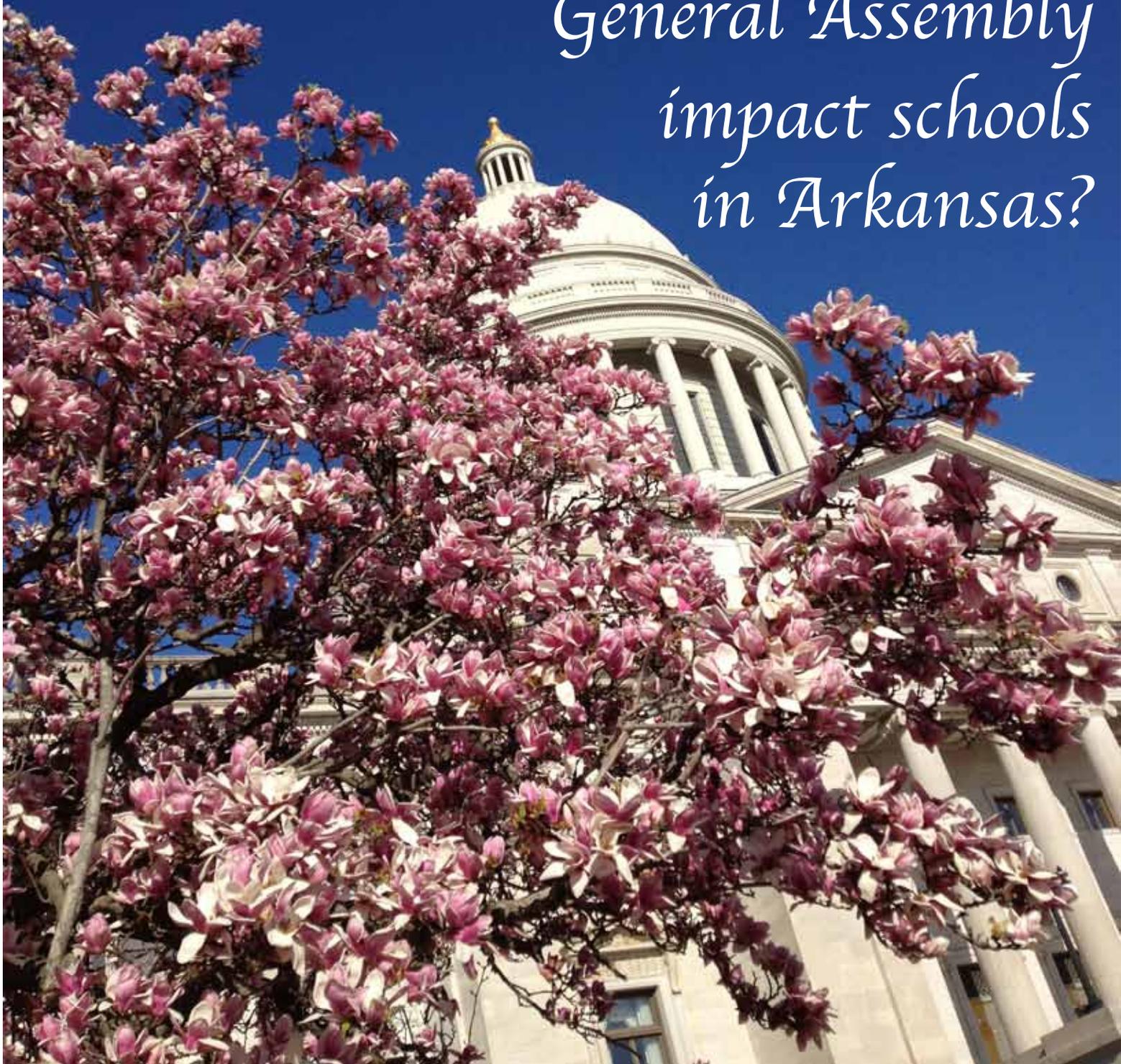


ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

ADVANTAGE

Spring 2013

*How will the 89th
General Assembly
impact schools
in Arkansas?*



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MEET THE LEADERSHIP

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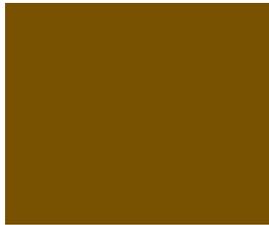
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EDUCATION CALENDAR

April 2013

- 8 - State Board of Education Meeting
- 22 - Earth Day
- 24 - Administrative Professional's Day
- 30 - Charter Law Review Conference

May 2013

- 6-10 - Teacher Appreciation Week
- 12 - Mother's Day
- 13 - State Board of Education Meeting
- 27 - Memorial Day

June 2013

- 10 - State Board of Education Meeting
- 14 - Flag Day
- 16 - Father's Day
- 26-28 - NWEA Fusion Conference
in Portland, Oregon
- 30-7/3 - National Charter Schools
Conference in Washington, D.C.

Earth Day April 22, 2013



What is your school doing to celebrate?
Send your Earth Day stories and pictures
to Katie Clifford at kclifford@apsrc.net.



DIRECTOR'S REPORT

Scott Smith

Dear APSRC Members,

We have reached the point in the legislative session where the focus of many school administrators turns from the bills that have been filed to the Acts that have now been passed. Decisions made by the 89th General Assembly will certainly have a big impact on schools both immediately and for years to come.

I want to remind you that the APSRC staff is working hard to be sure each of our member schools is informed of the changes these new laws will entail for the upcoming school year. As you know all too well, there is a big difference between legal trial court support versus a day-to-day understanding of school law from a regulatory, rule and regulation and governmental compliance perspective. We believe we have the best all-around non-governmental educational school law and finance support team to help in all areas and we look forward to sharing our experience and helping you better understand and comply with the new laws and resulting regulations from this legislative session. We are in the process of preparing presentations and products for your benefit in these areas currently and we will create the proper forum to share this information going forward.

I asked each of the APSRC depart-

ments to look at the current list of 2013 Acts and pick one or two that they think are the most significant in their focus area. Here is what they shared:

Finance

Act 110 (SB 139) An Act to Revise the Procedure for Curing a Deficiency in Bond Payments by a School District

Act 322 (HB 1353) To Amend the Definition of School District Miscellaneous Funds and the Method of Calculating Funds

Teaching & Learning

Act 328 (HB 1410) To Provide Authority For Arkansas Public Schools to Offer American Sign Language as a Credit-Bearing Modern Language or Foreign Language

Act 421 (HB 1477) An Act to Allow Waivers Of The Standards For Accreditation Of Arkansas Public Schools and School Districts For the Purpose of Combining or Embedding Curriculum Frameworks Into a Single Combined or Embedded Course; and for Other Purposes

Legal

Act 146 (SB 15) To Adopt the Interstate Compact on Educational Opportunity for Military Children and to Remove Barriers to Educational Success Imposed on Children of Military Families

Act 318 (HB 1310) To Allow School

Districts that Have Been Consolidated to Sell, Preserve, Lease, or Donate Real Property that is No Longer Utilized by the School

Technology

Act 71 (HB1015) An Act To Allow Public School Districts To Establish Policies Concerning Student Use Of Electronic Communication Devices While At Schools

Communications

Act 128 (HB 1230) An Act to Amend The Requirements for Reporting School District Course Offerings

Act 228 (HB 1260) To Simplify the Accessibility of Data on Public School District Websites

As bills continue to become Acts, the list for each focus area will grow.

At APSRC, we are focusing on the work that needs to begin immediately in all of our schools in order to make sure they are in compliance with each of the new education laws.

Our staff is here to serve you. If there is something that we can help you with, please don't hesitate to contact us and let us know.

We look forward to seeing you soon!

The 89th General Assembly

The 89th General Assembly began this legislative session on January 14, 2013.

Educators have been very involved in this legislative session and continue to be present at the majority of Education Committee meetings. The Senate Education Committee regularly met on Wednesday mornings and sometimes on Monday afternoons. The House Education Committee regularly met on Tuesday and Thursday mornings and added additional meetings on either Tuesday or Thursday after-

oons when necessary. Almost every Education Committee meeting was standing-room only.

The Joint Retirement Committee stayed consistently busy all session and regularly met on Monday mornings. More bills were presented and discussed about the Arkansas Teacher Retirement System than any other state retirement system this session.

The media followed this session closely and we have seen legislators use social media more than ever

before. Twitter became a popular way for legislators to communicate with their constituents. In addition, APSRC tweets live from each of the Education Committee meetings in order to bring you up-to-the-minute updates about what happens with each bill.

The House and Senate will continue to meet and convene until April 19.

If you have any questions about the legislative session, please call our office at (501) 492-4300.

Legislative Statistics

LobbyUp and Talk Business recently analyzed data from this legislative session. This data reveals a number of interesting statistics about bills filed during the 89th General Assembly.

Total bills filed this session:
2,492

House bills filed this session:
1,300

Senate bills filed this session:
2,492

Resolutions filed this session:
139

On the last day of bill filing (Monday, March 11):
664 bills were filed
Republicans filed 418 bills
Democrats filed 246 bills

29.38% of all House bills were filed on Monday, March 11.

23.24% of all Senate bills were filed on Monday, March 11.

The top 5 sponsors for bills filed on the last day of filing are:

1. Rep. Jim Dotson (R) - 39 bills
2. Sen. Bryan King (R) - 27 bills
3. Rep. Kim Hammer (R) - 27 bills
4. Rep. Nate Bell (R) - 25 bills
5. Sen. David J. Sanders (R) - 21 bills

The top 5 busiest days for bill filings in recent sessions are:

1. March 11, 2013 - 695 bills
2. March 7, 2011 - 530 bills
3. March 9, 2009 - 422 bills
4. March 2, 2009 - 251 bills
5. February 28, 2011 - 231 bills

The top keywords for bills filed are:

1. Tax/Taxes
2. Regulation/Regulate
3. Public School
4. Technology
5. Manufacture/Manufacturing
6. Medicaid

While this data does not provide specifics about votes or intent of the bills filed, it certainly provides an interesting perspective on this legislative session.

Most insightful might be the data about keywords of bills filed this session. This list allows us to see the priorities of many of the legislators this session.

LobbyUp and Talk Business intend to mine the data further in order to provide more insight and information.

Bills to Watch

Senate Bill 65

To Establish The Public School Choice Act of 2013; And To Declare An Emergency

Senator Johnny Key

This bill repeals the current school choice act and establishes the Public School Choice Act of 2013. In this bill, a student is only allowed one choice transfer per school year. This bill eliminates desegregation, race, and percentage language and replaces it with a section providing that enforceable judicial orders remedying the effects of past racial segregation will govern. The SBE may resolve disputes arising under this statute. Schools receiving transfers under this bill cannot discriminate on basis of race, gender, ethnicity, national origin, disability, religion, or athletic/academic eligibility.

Bill Update:

This bill was presented and discussed in the Senate Education Committee a few weeks ago. No vote was taken at that time. On March 27, Sen. Key presented a broad overview of amendments to the Committee that he plans to introduce in the House. These amendments include an expiration date for the law (July, 2015), a grandfathering clause, a cap on district transfers at 3%, and exemptions to districts who are under court order. An amendment will also require ADE to collect data on school choice and provide a report. SB 65 passed out of the Senate Education Committee unanimously.

House Bill 1785

To Provide Digital Learning Opportunities in Public Schools

Representative D. Douglas

This bill creates the Digital Learning Act of 2013. It directs the state to establish and maintain the necessary infrastructure in order to facilitate a quality digital learning environment in each public school district and charter school. The bill allows for out-of-state digital learning providers if on the list of those promulgated by ADE (published annually). Pilot program begins with the entering 9th grade class of 2013-2014—each high school student must have at least one digital learning course credit to graduate. In addition, the SBE may not limit the number of digital learning courses for which a student may receive credit through a school district or charter school, and shall ensure that digital learning courses may be used as both primary and secondary methods of instruction.

Bill Update:

This bill is currently listed as “Pending Fiscal Impact” on the House Education Committee agenda. It was scheduled to be a Special Order of Business on March 26, but that was rescheduled for a later date.

Senate Bill 814

To Amend And Update The Arkansas Comprehensive Testing, Assessment, And Accountability Program; And To Declare An Emergency

Senator Johnny Key

The purpose of this bill is to aid the transition to CCSS and Next Generation Assessment by updating terminology and providing flexibility in assessments. The expected cost of implementing a high-stakes end of course English II assessment as currently required by law would be more than \$2 million (ADE estimate). Therefore, this act seeks to remove the separate assessments for English II and Algebra I because they are duplicative of the next generation assessment. There are 165 students who will not graduate because they have not yet passed the high-stakes test. Passage of this bill would mean those students are exempt from that requirement.

Bill Update:

Sen. Key presented this bill to the Senate Education Committee on March 27. Alice Mahoney also presented on the bill. This bill will align the current ACTAAP requirements with the requirements for Common Core. The Committee asked several questions about the bill. This bill passed out of Committee without opposition.

Bills to Watch

Senate Bill 33

To Ensure That Children With Dyslexia Have Their Needs Met By The Public School System

Senator Joyce Elliott

This bill is designed to address the needs of dyslexic students. The bill will require all students to be screened using DIBELS in grades K-2. Since this is already required, this should not be an added cost for districts. It is the intent of the bill that current employees of the district could be trained to meet the needs of dyslexic students. This bill will provide for a dyslexia specialist to be employed by ADE to support the services provided. This bill also creates a working group at ADE to study dysgraphia and dyscalculia.

Bill Update:

Sen. Elliott presented this bill to the Senate Education Committee on March 27. She also presented two amendments to the bill at that time. Sen. Elliott spoke about how she had worked to minimize the cost for implementing the requirements of this bill at the local level. The Committee asked several questions about DIBELS - including whether all schools are using it and the time it takes to administer. SB 33 passed out of the Senate Education Committee unanimously as amended.

Senate Bill 844

To Amend The Requirements For State Board Of Education Approval Of A Voluntary Annexation Or Consolidation

Senator Johnny Key

This bill would prevent the State Board of Education from denying a petition for voluntary annexation or consolidation of 2 or more school districts unless one of the districts is under the administrative control of ADE for violations of academic accountability under ACTAAP or standards of accreditation, or is in fiscal/facilities distress, or is in danger of being put in one of those situations as a result of the annexation or consolidation. The SBE may (but does not have to) deny a petition for the reasons listed above. If ADE recommends the denial of an annexation or consolidation petition, it must give written reasons and evidence to the SBE.

Bill Update:

This bill is on the current agenda for the Senate Education Committee, but it has not been presented in a Committee meeting yet.

Shell Bills

House Bill 1632

To Amend Provisions Of The Arkansas Code Concerning Creation Of A School District By Detaching Territory From An Existing School District

House Bill 1835

To Make Participation In The Teacher Excellence And Support System Optional

House Bill 1837

To Allow Diplomas To Be Granted To Students Who Complete High School Education Through An On-line Education Provider

House Bill 1863

Arkansas Teacher Preparation Quality Act

House Bill 1865

To Amend The Arkansas School Recognition Program And Related Laws

House Bill 1941

To Allow An Individual School District To Negotiate Health Insurance Coverage; And To Require An Insurance Carrier To Provide The Lowest Rate Available

House Bill 1979

To Establish Maximum Student Transportation Time

House Bill 2130

To Amend Title 6 Of The Arkansas Code Concerning The Use Of National School Lunch Funding For Remediation In Public Schools

2013 Legislative Session Scrapbook



2013 Legislative Session Scrapbook



Common Core As The First Step Toward Next Generation Assessment

Of course, we all know that the Common Core State Standards came first, but as Gene Wilhoit said “The way the Common Core comes to life is through the assessments.” By design, the CCSS and Next Generation Assessment are two educational reforms that are linked.

Like the rest of the country, there has been a lot of activity in Arkansas around the new assessment. Most recently, that has included the introduction of Senate Bill 814 sponsored by Senators J. Key, K. Ingram, Elliott, E. Cheatham and Representatives Carnine and Lampkin. The bill is entitled “*An Act to Amend and Update the Arkansas Comprehensive Testing, Assessment and Accountability Program; to Align Postsecondary Preparatory Programs with the State Assessment System; to Declare an Emergency and For Other Purposes*”. In the seventeen page bill, the commitment of Arkansas to Next Generation Assessment is documented. The bill includes the purpose of the legislative act which is:

“To better meet their obligations and responsibilities under the Arkansas Comprehensive Testing, Assessment, and Accountability Program, and to facilitate the adoption of the Common Core State Standards, the State Board of Education and Department of Education are working to transition the state’s assessment program to a

common set of next-generation assessments in English language arts and mathematics”

Based on the fact that Arkansas has joined 45 other states and the District of Columbia to endorse their participation in the full implementation of the Common Core State Standards and supported this with the proposed legislation, it makes this a good time to focus on what Next Generation is designed to do.

Senate Bill 814 states that when fully implemented Next Generation Assessment will:

- Determine whether students are college and career ready or on track;
- Assess the full range of the Common Core State Standards;
- Measure the full range of student performance, including the performance of high-performing and low-performing students;
- Provide data to inform instruction, interventions, and professional development;
- Provide data for accountability, including measures of growth; and
- Incorporate innovative approaches throughout the assessment system.

With so much political activity on both the Common Core State Standards and Next Generation Assessment, it seems like a good time to examine where we are in the implementation process and how these changes are impacting teachers.

Most states have moved from the adoption of the CCSS to the implementation process. The success of the CCSS is now dependent on the quality of its implementation in classrooms. Of course, the upcoming Next Generation Assessment in 2014-15 makes the implementation timeline much shorter. In a recent report by Education First entitled *Moving Forward: A National Perspective on States’ Progress in Common Core State Standards Implementation Planning*, published in February, 2013, the researchers surveyed state departments of education on three specific implementation plans – teacher professional development, curriculum materials and teacher-evaluation systems. Arkansas received the following status rankings:

Teacher Professional Development: Completed

Curriculum Guides or Instructional Materials: In Development

Teacher Evaluation Systems: In Development

But more important than the rankings is the examination of the differences utilized across the various states in addressing each of these critical areas. The area most often discussed with Arkansas educators has been the need for curriculum guides or instructional materials. The report identified six states that have fully developed plans in this area, including: Arizona, Minneso-

Common Core ctd.

ta, New Hampshire, North Dakota, Oklahoma and Vermont. Many states are offering instructional exemplars – like aligned lessons and instructional videos and technical assistance tools – templates to monitor implementation and alignment rubrics that their districts can use.

The overall outcomes from this survey process indicated:

- States are furthest along in planning related to teacher professional development;
- 42 states have either developed or are in the process of developing a plan to revise the teacher-evaluation system that holds teachers accountable for students' mastery of the CCSS; and
- Most states have initiated the alignment of instructional materials with the CCSS.

What does this mean for classroom teachers? In districts focusing on shifting to the new standards, the change represents a fundamental shift in what and how they teach. There have been two recent studies on how classroom practices are changing and specifically how teachers are being impacted by this dramatic change.

The first study was supported by the Hewlett Foundation and is entitled "Findings from a National Survey of Teacher Perspectives on the Common Core" and the second is the annual MetLife Survey of the American Teacher which was enhanced this year with specific

Common Core Implementation questions. The findings of each will be examined but there are many similarities.

The Hewlett report found:

- Teachers reported having some basic level of familiarity with the CCSS in both English Language Arts and mathematics compared to being "very familiar" with pre-CCSS standards;
- Although most teachers have received some PD in CCSS with 59% saying it was less than 3 days and it was provided in a structured formal traditional setting (81% of the time);
- The new PD trainings have been around the CCSS, alignment between CCSS and prior standards and collaboration with colleagues;
- Teachers feel less ready to address certain student groups – ELL or students with disabilities;
- 65% of teachers said they had incorporated into some areas of their teaching but not other areas
- Teachers identified a variety of resources that would support them including:
 - More planning time;
 - Better access to aligned curriculum and assessments;
 - Additional collaboration with colleagues;
 - More information about how CCSS changes instructional practice; and
 - A clearer understanding of the new expectations for students.

The MetLife Survey of the American Teacher is the twenty-ninth

in a series of surveys sponsored by MetLife since 1984. The survey continues to seek information about job satisfaction, leadership issues and evaluate specific topics. This year a focus was on CCSS. The MetLife survey revealed:

- Teachers and principals have more confidence that teachers can teach the CCSS with 93% of principals and 92% of teachers saying they were knowledgeable about CCSS;
- Most see the implementation of CCSS as a challenge for their schools;
- A majority of teachers report that they are already using the CCSS and are knowledgeable about the standards;
- There seemed to be a direct correlation between those teacher/schools with high implementation of the CCSS and their belief that the CCSS will improve student achievement. While lower implementation rates the educators felt less confident that CCSS would increase achievement; but
- 90% of principals and 93% of teachers believe their colleagues in their school already have the skills and abilities to implement CCSS.

Since the MetLife Survey also covered other areas, here are some of the non-CCSS results which you might find interesting:

- Principals take responsibility for leadership of their schools;
- The job of principal is becoming more complex and stressful;
- Teachers take leadership in schools and think principals are

Common Core ctd.

doing a good job;

- The biggest challenges leaders face are beyond the capacity of schools alone to address;
- Teacher satisfaction continues to decline;
- Challenges cited by educators are greater in high-needs schools; and
- Principals and teachers have similar views on academic challenges, but diverge on the priorities for leadership for example:

- 67% of principals and 59% of teachers say implementing CCSS is critical;

- 53% of principals and 56% of teachers report evaluating teacher effectiveness is challenging or very challenging; and

- Principals are likely to say it is important to use data about

student performance but teachers say it is very important for a principal to have been a classroom teacher with data use less important.

In this year's survey, most teachers and principals identify addressing the individual needs of diverse learners as a challenge for school leadership with the CCSS intended to help educators address and meet those needs. One of the most significant observations was that only 36% of teachers believe that all of their students have the ability to succeed academically, yet most teachers (84%) were very confident that they have the knowledge and skills necessary to enable all of their students to

succeed. With the CCSS there appears to be a gap between educators' confidence that teachers can teach to these standards and their confidence that the standards will improve academic performance.

The APSRC initiative focusing on the Common Core will design and survey participating teachers across Arkansas this spring. If you would like your teachers to participate as a control group, which would provide you with your own aggregate data on implementation, please contact Barbara Hunter Cox, Director of Teaching and Learning at APSRC via email bhuntercox@apsrc.net or 501.492.4300.

Are you on the APSRC Mailing List?

We want to be sure to include all of our members who wish to receive regular email communications from APSRC on our mailing list. If you would like to receive Legislative updates, Commissioner's Memos, Teaching & Learning Newsletters, and other regular communications from APSRC, please let us know.



If you are not currently on our mailing list and you would like to be added, please contact Katie Clifford at kclifford@apsrc.net or at (501) 492-4300.

Update on Next Generation Assessment

PARCC Becomes a Non-Profit

– There has been a lot of activity around Next Generation Assessment this spring with the announcement by PARCC of their transition to a nonprofit 501c3, to ensure the PARCC assessment system can be sustained after the U.S. Department of Education’s Race to the Top Assessment grant is completed.

Pilot Testing Begins

– The Smarter Balanced Consortium announced the initiation of pilot testing. It began administering a voluntary Pilot Test of that assessment system in 6,000 schools. This pilot test is the first of two large-scale tryouts of the assessments prior to implementation in 2014-15. It will allow Smarter Balanced to gather information about the performance of the assessment items and the test delivery system under real-world conditions.

As stated on the Smarter Balanced website: “This marks an important milestone in the development of assessments that will give teachers and parents a clearer picture of where student are succeeding and where they need help.”

PARCC Provides Assessment Capacity Planning Tool

– This tool is an Excel spreadsheet designed to assist districts and leaders in identifying gaps in assessment

capacity. It is located at http://www.parcconline.org/sites/parcc/files/PARCCCapacityPlanning-Tool_3-5-13_Printablev1.0.pdf and there is a User’s Guide that provides step-by-step instructions and how to interpret the results located at <http://parcconline.org/assessment-administration-guidance>.

PARCC Releases Testing Calendar

– PARCC released guidance regarding the design of the assessments as well as the number of testing sessions and the time it will take the average student to complete the assessments. The document is called the PARCC Assessment Administration Guidance Version 1.0- March 2013 and can be found at:

http://www.parcconline.org/sites/parcc/files/PARCC%20Assessment%20Administration%20Guidance_FINAL_0.pdf

PARCC also has a calendar of other releases for the next few months including:

April, 2013

- Draft accommodations policy for students with disabilities for public comment
- Draft policy for English Language Learners for public comment
- Performance level descriptors for public comment
- More detailed information about test blueprints, evidence statements

and reporting categories for assessment components in math and ELA/literacy

June, 2013

- Information about field test timeline and participation guidelines
- Information about the timeline, design and cost of non-summative components (diagnostic, mid-year, speaking and listening and K-2)
- Information about the timeline for professional development modules

Summer, 2013

- Summative assessment cost estimates
- Specific information about windows for traditional and block scheduling, when assessment components will be available within the window, models of what PARCC will look like in schools, and proctor requirements
- Final English Language Learners policy
- Final accommodations manual for students with disabilities
- Final performance level descriptors for all grades/courses in ELA/literacy and mathematics
- Additional sample items

You can find more information about each of these items, as well as follow up-to-date news releases on the APSRC Teaching & Learning Blog at:

www.apsrc.net/tandlblog

Title I and the 125% Rule

Managing Your Federal Education Funds newsletter cautions school districts and open enrollment charter schools in states with approved ESEA Waivers that not all Title I requirements were waived. The law's Title I ranking and serving provisions (ESEA Section 1113 Eligible School Attendance Areas) are still in place. Even schools designated as "priority" or "focus" under ESEA Flexibility may not receive special treatment in the allocations process.

The only exception applies to non-Title I high schools, which, with a separate waiver, may be served out of rank order.

One rule to review is the "125% Rule," which applies to any district that chooses to serve any schools with a poverty rate below the 35%

threshold. Schools below 35% may only be served if their poverty rates are below the districtwide or grade span average.

When even one school with a poverty rate below 35% is served by Title I, ALL schools served by Title I in the district/charter must receive an amount per low-income child that is equal to at least 125% of the per-child allocation for the district as a whole. A district's per-child allocation is the district's current total Title I, Part A allocation (plus funds transferred into Title I for district/charters eligible for the Rural and Low-income School Program-Title VI-State) divided by the number of low-income children residing in the district. This per-child amount is then multiplied by 125%, according to the U. S. Department of Education's guidance.

The 125% calculation must be completed before any "off the top" reserves are made. For example, a district has 1,000 low-income students and receives \$100,000 from Title I, Part A; its allocation is \$100 per child. If the district serves any schools below 35% poverty, the minimum per-child allocation would be \$125 per child in all schools served by Title I.

The "Title I – School Allocation Report" section of the ACSIP plan automatically computes the 125% minimum per low-income child calculations for a district/charter. If a member has questions concerning the 125% Rule and its application in Title I target area selection, please contact Ms. Patsy Hammond, APSRC Federal Programs Specialist, at 501-492-4300 or phammond@apsrc.net.

Sequestration Impact

Federal education programs which are forward funded will begin feeling the effects of Sequestration in the 2013-2014 school year.

Impact Aid is not forward funded and was reduced by approximately 5% on March 1, 2013.

Rich Long, Director of the National Title I Association, is predicting that Title I, Title II-A, and IDEA will receive a reduction of from 5% to 8.9% nationwide.

Note: This cut is an overall estimate for all federal education programs. He reported that when one state ran its Title I formula using 8.9% as the estimated nationwide reduction, the cuts to local districts/charters ranged from 0% to 16%.

Please take this into consideration when issuing contracts to federally-paid employees for the 2013-2014 school year. Be sure to include a statement in the contract that will allow the district/charter to dismiss

the employee if the federal funds are not available to provide the program.

If you have any questions, please feel free to contact Dr. Bobbie Davis at bdavis@apsrc.net or Patsy Hammond at phammond@apsrc.net. They can also be reached by phone at (501) 492-4300.

MOE Caution

In Title I and Title II-A federal programs, ESEA Maintenance of Effort (MOE) may prove a problem for school districts and open enrollment charter schools since funds available for funding public education programs from state and local sources have been reduced.

A district/charter that spends less than 90 percent for public education than it did in the prior fiscal year is deemed not to have maintained effort, and will have its federal funds (primarily Title I and Title II-A) reduced by the same percentage as it failed to meet the 90 percent threshold.

The district/charter may seek a waiver of the maintenance of effort requirement from the U. S. Secretary of Education through the Ar-

kansas Department of Education (ADE) in the case of a precipitous decline in funds available or an exceptional or uncontrollable circumstance (such as a natural disaster) ESEA Section 9521.

Before requesting a waiver, it's a good idea to check to make sure the ADE calculated the MOE accurately. The ADE uses data from APSCN to make this calculation. If an error is made by the district/charter when inputting expenditure or revenue data into APSCN, this error may cause a failure of MOE.

To calculate compliance with MOE, the ADE must include all of the district/charter's expenditures related to public education including:

- Administration,

- Instruction,
- Attendance and health services,
- Student transportation,
- Operation and maintenance of facilities,
- Fixed charges, and
- Net expenditures to cover deficits for food services and student activities.

The MOE calculation should not include the following expenditures:

- Community services expenses,
- Capital Outlay,
- Debt Service,
- Expenses incurred as a result of a presidentially declared disaster, or
- Expenditures from funds provided by the federal government.

If you have questions, please contact our Finance Department.

Private School Audit Concerns

Multiple findings by Federal monitors have been found in the administration of Title I programs in private schools. We wanted you to be aware of these findings because of their potential to impact you.

Often, the Federal monitors find a district has given too much administrative or budgetary control of the Title I program to the private school staff.

According to the NCLB Financial Compliance Insider, the U. S. Department of Education frequently

cites ESEA Section 1120(d)(1). This Section requires the local district to maintain control of the Title I funds, materials, equipment, and property allocated to private schools.

Section 1120(d)(2) of ESEA requires that Title I services be provided by a public school employee or by an independent third party contracted by the public school district. The employee or contractor must be independent of the private school and of any religious organization, and must be supervised

directly by public school district personnel.

Allowing private school staff, such as the principal, to sign the district-paid Title I teachers' time and effort records is one common error. According to the U. S. Department of Education, this practice is a clear violation of the statute.

Only a public school district supervisor may approve and sign time and effort records for a Title I paid teacher providing Title I services in a private school.

Featured Apps



Explain Everything

An iPad App to Explain Anything and Everything

Explain Everything is an iPad-friendly screencasting app that, in addition to basic editing features, such as capturing user voice and handwriting, annotating images with handwriting, and sharing creations, also lets users crop images, insert live web pages, and add annotation effects such as arrows, laser pointers, and typed text. After you've finished recording your presentation, you can reorder your screens and then export your presentation in many ways, such as email, YouTube, Dropbox, or Evernote.



Evernote

Evernote is an easy-to-use, free app that helps you remember everything across all of the devices you use. Stay organized, save your ideas and improve productivity. Evernote lets you take notes, capture photos, create to-do lists, record voice reminders-and makes these notes completely searchable, whether you are at home, at work, or on the go.

Here are some ways to use Evernote for your personal and professional life:

- Research smarter: snap photos of whiteboards and books
- Take meeting and class notes, draft agendas and research notes
- Plan a trip: keep track of travel plans, plane tickets and passports
- Organize and save recipes; search by ingredients later
- Create a grocery list or task list and check things off as you go
- View web pages saved in Evernote on your desktop
- Capture ideas and inspiration on the go
- Access files and notes you create on your phone from your desktop
- Keep track of products and prices for comparison shopping purposes
- Keep finances in order: save receipts, bills and contracts
- Reduce paper clutter by taking snapshots of restaurant menus, business cards and labels
- Use Evernote as part of your GTD system to help you stay organized
- To get the most out of your Evernote experience, download it on all of the computers and phones that you use.

Featured Apps, ctd.



RabbleBrowser and Sandbox

RabbleBrowser is a curated, collaborative web browser specifically for iPads for classrooms, board rooms or any meeting room. One person can lead a session, sharing URLs with a limitless number of participants. The others can share URLs back to the leader for reciprocal browsing. Sandbox is a web browsing app available for all iOS devices (iPhone, iPod Touch, iPad) that restricts users to a predefined list of websites. Unlike traditional privacy applications that block specified websites, Sandbox allows users to access only a preapproved list of sites, or whitelist. Using Sandbox, a teacher can ensure students remain on track during a class project, accessing only material that the teacher has already selected. Administrators looking to configure multiple devices can use an easy-to-use property list file. Both browsers are from Float Mobile Learning.

Best for: High school students and older; teachers. Users must be 17 years old to download each/both apps.

Are you on Twitter?

Here are some suggestions for accounts you should follow!

CCSSO: @CCSSO

PARCC: @PARCCPlace

Achieve The Core: @achievethecore

Achieve: @AchieveInc

Arkansas Senate: @ArkansasSenate

Arkansas House: @ArkansasHouse

U.S. Dept of Education: @usedgov

Secretary of Education Arne Duncan: @arneduncan

Education Week: @educationweek

ISTE: @isteconnects

ADE: @ArkansasEd

OEP: @Office4EdPolicy

APSRC: @APSRC

Business Leaders Speak Out In Support of Common Core

A letter appeared in the New York Times on February 12, 2013 from 73 National Companies in support of the Common Core State Standards. Here is the text of the letter:

As business leaders, we believe that ALL American children have a right to an education that prepares them to be successful in a competitive global economy. We also understand that in order to compete in a knowledge-based, global economy, we must improve the academic performance of our students. The United States is once again at a critical place in its quest for educational excellence, and the need for a strong employer voice is greater than ever. America's business leaders can make a positive difference for schools, students and the coun-

try's future if we join together and share our expectations for education and our support for the people and institutions that move education reform forward.

The Common Core State Standards (CCSS) Initiative, led by the National Governors Association Center for Best Practices and the Council of Chief State School Officers, has produced K-12 standards in the foundational subjects of math and English that meet the business community's expectations: they are college- and career-ready, grounded in evidence and internationally benchmarked. The CCSS set consistent, focused, rigorous academic expectations for all students, and 46 states and the District of Columbia have already

adopted them. The CCSS serve as a necessary foundation for making the changes needed to improve student achievement and ensure the United States' educational and economic preeminence.

We support these new, tougher academic standards that are currently being rolled out in classrooms across the country. These standards will better prepare students for college and the workplace, something of critical importance to the nation's employers. The changes now under way in America's schools hold great promise for creating a more highly skilled workforce that is better equipped to meet the needs of local, state and national economies.

APSRC Tech Institute

Due to some conflicts in schedules and the legislative session, we decided to postpone the APSRC Tech Institute. It was not held on March 27th.

We have also been approached about the possibility of providing an expanded Tech Institute and are in the process of securing some national experts. We look forward to offering this expanded list of speakers and breakout sessions.

We will send out an email as soon as we have finalized the new date of the Tech Institute. All registrations will be honored for the new date. We will also be accepting new registrations as soon as we finalize the new date for the APSRC Tech Institute. Look for an email soon with more information!

APSRC Charter Law Conference

APSRC will host a Charter School Law Conference on April 30 in Little Rock.

The Conference will feature a review of the Acts of the 2013 Legislative Session and their impact on charter schools, but it will also cover the following topics:

- Personnel
- Governance
- School Finance
- Teacher Evaluation
- ADE
- APSRC Policy Work
- New Charter Laws

There will also be a question and answer period with the APSRC staff.

School Law Case Updates

Drake v. Sheridan School District, Not Reported in S.W.3d, Ark. App. 150, 2013 WL 765188 (Ark. App.)

Ms. Drake appealed from the Arkansas Workers' Compensation Commission's decision denying her permanent-anatomical-impairment benefits and wage-loss disability. Ms. Drake was a cafeteria worker for the Sheridan School District for over ten years. During summer break, she worked on the floors of schools in the district. In 2008, Ms. Drake slipped and fell while cleaning the floors, which caused injury to her back. After being released by her doctor to perform lighter work, Ms. Drake returned to the district and performed clerical duties in connection with the school cafeteria. Ms. Drake complained of continuing pain and went to another doctor, who found her condition to be severe. A third doctor gave an opinion that Ms. Drake was not permanently impaired. Ms. Drake sought permanent total disability or wage-

loss benefits.

The Commission denied these benefits, finding that Ms. Drake had failed to prove that she was entitled to any permanent anatomical impairment benefit, based on the findings of the administrative law judge who heard Ms. Drake's case for benefits. Ms. Drake appealed the Commission's finding. On appeal, Ms. Drake argued that the Commission's decision was not supported by the evidence and was contrary to the law and facts of the case. The Court of Appeals found in favor of the Sheridan School District and upheld the Commission's finding.

City of Fayetteville v. Fayetteville School District No. 1, ---S.W.3d---, 2013 Ark. 71, 2013 WL 636556 (Ark.)

In 2010, voters in Fayetteville School District passed 2.75 new-debt-service mills that, according

to the ballot, were intended to "be a continuing debt service tax until the retirement of proposed bonds" that were "for the purpose of erecting and equipping new school facilities." The ballot also provided that the "surplus revenues produced each year by debt service millage may be used by the Fayetteville School District for other school purposes."

In 2011, 1.45 mills of that 2.75 mill ad valorem increase was applied to bonds issued to finance the Highway 71 East Square Redevelopment District No. 1 Project. The City of Fayetteville had authorized the issuance of those bonds by ordinance. The School District sought relief, arguing that the tax collector had improperly applied the 1.45 mills to the redevelopment district.

The Court ruled in favor of the school district, finding that the 2.75 mills were for the purpose of repaying a specific bond issue.

National Charter Schools Conference

June 30 - July 3
Washington D.C.

For more information, visit:

www.publiccharters.org/Conference/2013/Home.aspx