

- Common Core and Accreditation
 - ✓ Updates on PARCC
 - ✓ Updates on Waiver Application for Testing during Change to Common Core
 - ✓ Updates on Common Core Testing Development
 - ✓ Updates on Professional Development
 - ✓ Accreditation Monitoring Process
 - ✓ Teaching Out-of-Area Waivers vs. Non-Compliance
 - ✓ Other Adequacy Related Accreditation Areas
 - ✓ Changes to Accreditation Standards Needed with Common Core, STEM, and Stronger Career Ed Programs

- Minimum age for admittance to kindergarten

- ACTAAP and School Improvement
 - ✓ Provide an ADE ACTAAP organizational chart showing the organization of staff responsible for developing and approving ACSIPs, the staff responsible for on-site monitoring, staff working on scholastic audits, staff working with schools in school improvement, etc.
 - ✓ Updates on Academic Distress Rule
 - ✓ ESEA/NCLB Standing
 - ✓ End Of Course Testing
 - ✓ ACT Success and the Need for Remediation
 - ✓ Gains and Status Rating Systems: Describe the rating systems and how the ratings are used.
 - ✓ Performance Reporting
 - ✓ School Improvement Grants: Amounts of 2010-11 grants and 2011-12 grants and the first-year outcomes.
 - ✓ Supplemental Services
 - ✓ ACSIP Monitoring
 - Describe the ACSIP monitoring process?
 - Describe how the ACSIP process can be streamlined while still permitting an effective planning process for schools.
 - ✓ Scholastic Audits:
 - How many scholastic audits have been done annually for the past three years? What is the average cost of a scholastic audit to the school districts and what is the highest/lowest cost.
 - How does ADE ensure that the results of scholastic audits are incorporated in the school's improvement efforts going forward? Is ADE preparing any evaluation of the effectiveness of scholastic audits?
 - Rule 9.12 indicates that schools in year two or higher of school improvement "shall participate" in a scholastic audit. If a school wanted to have an evaluation done by another organization (e.g. PDK), would that be allowed or would the school be required to pay for a scholastic audit done by the department?

- Other School Assessment and Support Systems
 - ✓ Are we using all school assessment, monitoring and department support (including staff in coops) efficiently or is this a time to streamline and select the strongest strategies at this point post-Lakeview and prior to the implementation of Common Core Standards.

- Special Ed Issues
 - ✓ Paperwork Requirements--Comparison with Requirements in Other States
 - Ex. Missouri's shorter portfolios
 - ✓ School's Capabilities in the Use of RTI to Evaluate Needs and Identify Effective Interventions Prior to Placement in Special Education Classes
 - Testing and Alternate Assessment Requirements
 - ✓ Federal Funding and State Funding Other than Foundation Funds
 - Per Student Special Education Funding/Expenditures from all Sources of State and Federal Funds
 - ✓ Higher Concentrations of Special Education Students in Certain Districts
 - ✓ Number of Students with Specific Disabilities Such as Autism, Cerebral Palsy, etc.
 - ✓ Staffing Levels for Mainstreamed Students and for Self-Contained Classrooms
 - ✓ Medicaid billing and district direct billing

- Facilities
 - ✓ Have all warm, safe, and dry facilities needs been met in the state?
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 - ✓ What's being done for stalled projects that were intended to address warm, safe, and dry conditions? Which districts are these?
 - ✓ Process for sunset of incomplete projects? Which districts are these? Were any of the sunset projects warm, safe and dry projects?
 - ✓ What are the barriers to meeting the remaining needs for all districts?
 - ✓ Equity of facilities between districts and within districts
 - ✓ Where was the line drawn for awarded projects? Why was that cutoff selected?

- Transportation
 - ✓ Address whether the current system for distributing transportation funding to districts provides a suitable level of equity to districts given that the variance in transportation costs per ADM is 9 to 1? As a point of reference the variance in teacher salaries is approximately 2 to 1.
 - ✓ State your position on the best method for addressing transportation expenditures given the demand for transportation varies significantly from district to district in the percentage of students transported. Should transportation expenditures be handled differently from other categorical funding for subsets of students with additional needs.